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The Future Junior College

[EDITORIAL]

He who essays the rôle of prophet stands in a slippery place. Nevertheless, I speak of the future rather than the past of the junior college movement. Its past is safe, needing only a wise historian to set it in true perspective. To have organized and put into operation more than five hundred junior colleges within about thirty years constitutes one of the significant events in American education. Not all these institutions will endure and not all which survive have reached final form. Every new organism must make many exploratory movements. But enough experience has been gained to reveal their solid worth and their success in serving the peculiar needs of this critical time. From the knowledge of what has been done it is interesting to ask what the next thirty years will mean to junior college education.

Just now the biggest problem of the junior college is to define itself. Is it to be merely an advanced preparatory school, conforming to the entrance requirements of the third college year, or is it to be an independent and somewhat self-contained institution doing its appointed task with both self-respect and general approval? Is it to be a restricted school or a free institution?

Junior colleges, because of smaller classes and more intimate interest, may and perhaps actually do accomplish the work of the first two college years more successfully than do larger groups dealing with mass education. Whether this distinction is enough on which to build a new type of institution remains to be seen. Unless important changes occur in the general attitudes and results of the typical college experience, the junior college may indeed justify itself as a bridge from the home high school to the adult university. In my opinion, however, the junior college will have to be something more than a preparatory school if it is to survive.

The senior institutions, threatened by serious losses in enrollment, may correct their carelessness, personalize their instruction, improve the types of instructors, exercise friendly care over immature students, and do such other things as an ideal college should, and thus completely undermine the reasons for the existence of a purely preparatory junior college. Some of the senior institutions believe they are doing that very thing right now. Should that become generally true, the only foundations for the junior college preparatory school would be convenience of location and pos-

sible economy of cost. These are too narrow foundations on which to build broad and permanent institutions.

On the other hand, however, there is definite need for an independent intermediate institution in the plan of American education. This institution, whatever called, will have its own objectives, and will be free to teach the courses its students need to orient themselves to their probable environment. Its students will be those who are not primarily interested in four years on one campus, and who seek perhaps a larger curricular freedom, in the hope of better adjustment to life. Its teachers will be competent through training, experience, and character to do big things in any institution. Its equipment will be adequate and beautiful, contributing to culture as well as to efficiency. For such an institution there will be no doubt as to its permanence and no trouble to sell its product.

When the junior college has got rid of its inferiority complex, and has settled itself into its own place, it will naturally evoke interesting reactions from contemporary institutions. There will probably be a greater distinction in content, method, and objectives of the first two college years from those of the second two, with an emphasis upon the general nature of the first and upon the specialized training of the second. General survey courses will have a large part in the lower curriculum. Senior colleges which know quality as well as arithmetic will accept recommended junior college credits in a two-year block, without going into minutiae. The liberal arts college will more perfectly orient itself to its environ-

ment. The fate of the Bachelor's degree and the conditions for receiving that of the Master will also come up for settlement. The university will more clearly define its undertakings. In view of the limited number of white-collar jobs, the level of general and non-occupational education will probably be fixed at the completion of the junior college curriculum. The domestic and civic elements of woman's life rather than those of business will be emphasized, for women will soon be coming back to the home. The junior college for many women may represent a standard accomplishment. Thus in a variety of ways the junior college will affect future educational ideas and institutions.

The problem, then, is to create such a junior college as may hold up its head in any company. Since nothing succeeds today except excellence, the junior college slogan will have to be "if new, then better." It will not seek to be odd, but to be useful. It will be friendly, if independent, and, conscious of its opportunities, will take itself seriously. It will arise each morning saying, as did the old Roman, "I have a man's work to do today."

ROBERT J. TREVORROW

Among those who are familiar with the work of the junior college—students, patrons, and interested citizens—it has justified itself many fold in terms of social control and of significant contributions to youth. Los Angeles Junior College, particularly, with its one-seventh of the state's junior college enrollment, has proved, as Director Ingalls has stated, a much-needed "safety zone" for jobless young men and women.—R. E. HARRIS.

Professional Relationships of Deans of Women

MARThA EUNICE HILTON*

The professional relationships of a dean of women are a direct indication of her status in her field and of the place she holds in her college and community. In an effort to discover the status of the dean of women in public coeducational junior colleges of the United States as revealed by such relationships, ten deans of women¹ in colleges where the program of the office of the dean of women is broad and the dean herself has a wide background were asked to reply to a questionnaire regarding the relationship of the dean of women with the community, with her superior in office, with her co-workers, and with student activities.

The ten deans were selected according to nine criteria from a group of ninety-two public coeducational junior colleges in which the programs of the deans of women had been studied.² These criteria, including certain ratings which had been worked out in the study of the ninety-two colleges, were: (1) administrative rating—dean of women to be above the median; (2) committee and loan rating—dean of women to be above the median; (3) social duty rating—dean of women to be above the median; (4) teaching load carried—dean of women to be below the median; (5) number of hours of education taken in college or university—dean of women to be above the median; (6) academic degree earned—dean of women to hold the degree of Master of Arts, its equivalent, or better; (7) length of teaching experience—dean of women to be above the median; (8) training in professional field—dean of women to have had a course particularly designed for deans of women or advisers of girls; (9) concentration of duties in junior college only—dean of women to be responsible for the junior college unit only, not including high school.

Each dean selected met eight of the nine criteria, and the data received from them, therefore, may be considered as indicative of practice in highly developed programs, and as thought-provoking, at least, as to a desirable status for the dean

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¹ The co-operation of the following deans is gratefully acknowledged: Elizabeth G. Balderston, San Mateo Junior College, San Mateo, California; Pearl E. Clark, Chaffey Junior College, Ontario, California; Helen Dimmick, San Jose State Teachers College, San Jose, California; Lena C. McDonald, Eagle Grove Junior College, Eagle Grove, Iowa; Wilma McFarland, Modesto Junior College, Modesto, California; Helen Moore, Hutchinson Junior College, Hutchinson, Kansas; Rosemarie C. Power, San Benito County Junior College, Hollister, California; Mary Hait, Grand Junction Junior College, Grand Junction, Colorado; Catherine J. Robbins, Pasadena Junior College, Pasadena, California; J. Grace Walker, Morton Junior College, Cicero, Illinois.

² Martha Eunice Hilton, "The Dean of Women in the Public Junior College," unpublished doctoral dissertation, Syracuse University, 1934.

of women in the public coeducational junior college.

COMMUNITY CONTACTS

The community contacts of a dean of women should be extremely valuable to any college both from the standpoint of attracting desirable students and from the standpoint of educating the general public with regard to the newer philosophy of the dean's office. Perhaps the most outstanding contact is that of speaking before community organizations. The ten deans report a total of forty-seven speaking engagements before fifteen types of organizations during the year 1932-33. The greatest number of public addresses were given before women's clubs (8), high schools (9), religious organizations (8), and parent-teacher associations (7). Next in order were the dean of women's professional association (3), and the American Association of University Women (3). According to the reports from this selected group, other contacts are casual and scattered but frequent enough to suggest that the present-day dean of women is expected to be a versatile speaker, since she must please high-school audiences, a variety of city club audiences, and groups in professional organizations.

Speaking is not the only contact voluntarily assumed by the group, for eight of these ten deans of women state that they regard community contacts as a part of their professional obligation, and that they maintain membership in town organizations for the distinct purpose of making contacts helpful to the college. Such community contacts made for a professional pur-

pose should be considered as a part of the work of the dean's office, and allowance in her working schedule should be made for them.

The frequency with which the deans of women are called upon for advisory service to community organizations indicates in a measure the regard in which they are held by the community. One reports that she is often called upon to advise with committees or with members of local organizations of which she is not a member; six others report being so called upon "sometimes"; another reports that she has served in this way but once; still another says she has not been called upon for such a service "this year"; and one is never called upon in such a capacity. Evidently communities are recognizing the ability of the dean of women in the junior college to assist in solving organization problems.

The status of the dean of women is sometimes shown by such simple things as customary use of her title. Four of the ten deans here discussed are usually addressed by title by members of the faculty and by students, and eight of them are addressed by title on public occasions. Five of them find themselves called by title frequently by the people of the community. Certainly use of title is one way of dignifying the office.

One of the best measures of the respect in which a person's opinion is held is the frequency with which it decides an issue. Four of the deans of women feel that when they are chairmen of committees their opinions "usually" decide matters, while the other six deans of women agree that they "sometimes" swing the issues in question. When they

act as members of committees, two of them say they "usually" decide issues with their opinions, and the other eight say that "sometimes" their opinions decide issues. In spite of their modesty the feeling persists that they are leaders in their work with community groups.

One other community contact is worth noting. Three deans of women are sent out to contact communities for new students. Probably this is an activity for which there is little time in any schedule and for that reason does not appear in others.

INTERNAL RESPONSIBILITIES

The status of the dean within her own college is defined in many ways. One is her influence on other departments of her college. Six of the ten deans report stimulation of the Young Women's Christian Association, and nine state that they influence student activities for which they are not directly responsible. Six report stimulating the physical education program for women, while five report encouraging the health program. In one college the health department is directly responsible to the dean of women. Relationship with other departments is reported in scattered cases. It is significant that the dean of women in the composite of the ten junior colleges selected is recognized within her college as deserving the distinction of her title, as having opinions of worth, and as being interested in all the programs within the college that contribute to the lives of college women students.

Faculty recognition is likely to be indicative of the attitude of the administration and of the superior officer toward the dean of women.

In one of the ten cases under discussion the dean of women is a "co-dean" with the man who is the chief administrative officer of the college, and her salary is actually larger than his. The other nine deans of women are directly responsible to the man who carries the title, "dean of the college." In five of these nine cases the salary of the dean of women ranks next to that of the dean of the college. In one case the salary of the dean of women is higher than the salaries of heads of departments; two deans of women receive salaries lower than the heads of departments; and one reports that she receives the same salary as the junior college instructors. Only four of the ten have reached the maximum salaries for the office. The tendency where the program is broad is to recognize the dean of women as earning more than instructors, and usually more than department heads.

It is of interest to note that eight of these ten deans of women were selected from their college faculties, that is, they reached their position by way of a teaching field. Five of them have never secured academic training in the field of personnel administration.

Equipment for one's work is also an indication of the feeling of the administration toward its importance. Six of the ten deans of women reporting have private offices. In one case the "office" is a classroom. In other cases she has a room easily available for private conferences, while in one case she has inadequate facilities for conferences. Seven have definite office hours as "deans," while the other three report that they are available when not teaching.

Office equipment and assistance are further suggestive of the respect of the administration for the dean and her work. Seven deans feel that their equipment and office assistance are reasonably adequate for their work, and four report that they are given adequate equipment when they ask for it, while six get office assistance upon request.

An important indication of a dean's status is her relationship with her superior officer. Table I shows the relationship of the ten deans of women co-operating in this study with their superior officers. It should be noted that five deans of women always act in the absence of the superior officer, seven always have their decisions accepted, nine always feel free to act without consultation if time presses, seven always find their recommendations accepted in disciplinary cases and seven in social matters.

The information in Table I indicates that the superior officer delegates much responsibility to the dean of women and confers often with her.

Asked to estimate their own influence on their college, only three of the ten deans of women feel that they have "much" influence on the college, while six of the group report that they have "some" and one reports, "I believe that I influence the girls somewhat and perhaps my own classes; but I influence the college as a whole very little." Three give as their reasons for these answers that they have been in office a long time with very strong support, and two others report strong support. Three of the group feel that the office perhaps may have become nearly indispensable to the college, and five others feel that the

office has become practically indispensable. One other says, "I am in doubt. 'Indispensable' is a strong term." In spite of the modesty of the report on the last questions, it would seem that the dean has made her place in at least nine of the ten institutions reporting.

TABLE I

RELATIONSHIP OF THE DEAN OF WOMEN
WITH HER SUPERIOR OFFICER IN TEN
SELECTED JUNIOR COLLEGES

	Always	Some-times	Never
Acts on matters arising in absence of superior officer	5	4	1
Superior officer accepts such decisions	7	2	0
Confers with superior officer on girls' major disciplinary problems	3	6	1
Confers with superior officer on girls' minor disciplinary problems	0	6	4
Confers with superior officer on policies in social matters	4	5	0
Feels free to act without consultation if time presses	9	0	1
Superior officer accepts recommendations in disciplinary cases	7	3	0
Superior officer accepts recommendations in social matters	7	2	0
Superior officer confers with dean on academic policy	3	7	0
Superior officer confers with dean on curriculum problems	2	8	0
Superior officer confers with dean on school finance	2	4	4
Superior officer confers with dean on faculty selection	0	4	4
Superior officer confers with dean on other important problems ^a	1	7	0
Superior officer accepts recommendations after conference	0	9	0
Dean's decision considered final by superior officer	6	3	0
Totals	57	70	15

^a Listed among the "other important problems" we find smoking, cheating, catalogues, examinations, registration, school improvements, probation, and general policies.

STUDENT ACTIVITIES

The final important consideration with regard to the programs of these ten deans of women is the relationship of the dean of women to student activities in the cases where the program of her office is broad. Table II shows the kind of connection she has with various activities. Each of the ten deans of women has a direct connection with at least one student activity. The weight of her influence, as indicated by the totals, falls first on the all-women's organization, then upon student government, third upon class organizations, and equally upon student court, or a similar body, and religious organizations. Fifty per cent or more of the deans of women report influencing each of the activities mentioned above.

TABLE II

CONNECTION OF DEAN OF WOMEN WITH STUDENT ACTIVITIES IN TEN SELECTED JUNIOR COLLEGES

	Sole Spon- sor	One of Spon- sors	Some Influ- ence
Student government	2	1	4
Class organizations	0	3	3
Student court	0	4	1
All-women's organization..	6	2	0
Religious organizations	0	5	0
Athletic clubs	0	1	2
Honor societies	0	1	1
Departmental clubs	2	0	1
Intersociety councils	2	0	0

Further analysis reveals the interesting fact that of forty-one contacts with nine activities reported by these ten deans of women—an average of four contacts each—thirteen are reported as being a contact with an activity which includes men. At least one-third, probably more, of the dean of women's contacts with student activities bring her into contact with college men.

The amount of influence the dean of women has in these organizations varies. The tendency is to allow students to make the decisions, although most deans of women feel that they sometimes influence an opinion in a meeting. They attend all meetings in about 50 per cent of the cases when they have contact with an activity, and attend sometimes in the other 50 per cent, so that the conclusion is that their influence is more often than not felt by their actual presence at activity meetings. The methods they report using to influence the activities with which they are connected are of two types, direct and indirect. They use almost an equal number of direct and indirect methods to influence each of the different types of organizations, and the total numbers of direct and indirect methods they report using for all organizations are the same. Making suggestions in a meeting and working through key students are the two methods reported with greatest frequency. As defined in this study, the first is a direct and the second an indirect method. Perhaps the reporting deans have been subjective in their opinions, but the resulting picture is not that of a dictator, but rather of a leader.

SUMMARY

A summary of the reports of the ten deans of women shows an extensive program in the dean's office. She is a person more often than not with a Master's degree, with professional training for her job, with ten or more years of teaching experience, with an active interest in college and community organizations, with membership on important college committees, carry-

ing many administrative duties and a teaching load of approximately twelve hours. Usually she is dean of the junior college only, with no high-school responsibility.

She is able to speak in public and to maintain community contacts helpful to the college. She is given professional recognition by the use of her title and her influence on committees. Her relationship with her superior officer shows that she is capable as an administrator and that he discusses much of the business of the college with her. In most cases her importance is recognized by adequate salary and by necessary equipment and assistance.

She touches almost every phase of student life in some capacity or other, men as well as women, but feels that she uses her influence directly only about 50 per cent of the time. She is working with four or more activities simultaneously.

This discussion of the relationships of deans of women in selected public coeducational junior colleges is not presented as a picture of what ought to be, but as a thought-provoking summary of what is—of the place she holds—in the community, with administrators, with her co-workers, and with students, where the program of her office is highly developed. There can be no doubt that to fill the position here described is a task requiring a superior person with superior training and experience.

FRIENDS COLLEGE PRESIDENT

Scott T. Clark, who for eighteen years has been president of Friends Bible College, Kansas, resigned last spring, and was succeeded in March by Bernard E. Mott.

SPINGARN MEDAL AWARDED

The Spingarn Medal, awarded annually for the most notable achievement by an American Negro during the preceding year, was presented to Mrs. Mary McLeod Bethune, founder and president of Bethune-Cookman College, Daytona Beach, Florida. In making the award the committee said: "In the face of almost insuperable difficulties she has, almost single-handedly, established and built up Bethune-Cookman College, recognized by the Association of Colleges and Secondary Schools of the Southern States as a standard junior college. In doing this she has not simply created another educational institution. Both the institution's and Mrs. Bethune's influence have been nation-wide."

MISSISSIPPI INTELLIGENCE

Distribution of intelligence quotients based on the Otis Intelligence Test given to over 400 students at two Mississippi junior colleges varied from 73 to 130. At Southwest Junior College the median I.Q. for 78 freshmen was 107, for 75 sophomores, 109. At Sunflower Junior College the median for 170 freshmen was 101; for 106 sophomores, 106.

PARSONS DEVELOPMENT

Information from Superintendent Rees H. Hughes states that the schools of Parsons, Kansas, were reorganized on the six-four-four plan with the opening of school in September. The Parsons Junior College, which enrolled over 300 students last year, was organized in 1923.

Freshman Colleges in Michigan

MARGARET DOYLE *

College! The very word signifies a degree of attainment and draws attention to the learning process. Whether the junior college, liberal arts college, standard college, or a professional college is named, the desire for and the promotion of learning are indicated. Michigan has long been distinguished as a pioneer in the field of education, having established the first state university, opened the first normal west of the Alleghenies, and started the first agricultural college. The state's latest experiment has been prompted by the desire to keep wholesomely occupied its young men and women recently graduated from high school and then left unemployed. In addition to the beginning of higher education for this class, the employment of instructors whose professional abilities were at a standstill was also a consideration. These motives instigated the establishment of the freshman college in Michigan. Eligibility for admission was based on high-school graduation and a signed statement that applicants could not have attended college otherwise, while applicants for faculty appointments were required to testify that they were not profitably engaged and that they were qualified for the position since they could meet the standards adopted for college professors.

The idea of the freshman college

* Director, Benton Harbor Freshman College, Benton Harbor, Michigan.

originated in the mind of Orin W. Kaye, director of Emergency Education for Michigan. Mr. Kaye requested the established higher educational institutions of the state to act as sponsors for the smaller units, the freshman colleges. The sponsoring college is the central administrative unit and works out local problems with the advice and assistance of the superintendents of schools in the respective cities. A member of the freshman college faculty was appointed director, having immediate responsibility for his group. The plan of organization consisted of the Federal Emergency Relief Administration with headquarters at Washington; the State Emergency Welfare Relief Commission of Michigan, whose headquarters were at the state capitol in Lansing; the Director of Emergency Education; the Supervisor of Freshman Colleges; the sponsoring colleges; the school superintendents; the directors of freshman colleges; the faculties; and the students.

The eight sponsoring institutions were distributed over the state to accommodate students in the same manner in which those from the state at large are accommodated. Each institution supervised from three to twenty-five units, or a total of ninety-seven for the entire state. Originally there were a hundred freshman colleges, but three were closed and the students transported to other units. The distributions

were as follows: The University of Michigan sponsored colleges in Ann Arbor, Bad Axe, Boyne City, Brown City, Caro, Cass City, Charlevoix, Cheboygan, Croswell, Deckerville, East Jordan, Fairview, Harbor Beach, Harbor Springs, Mancelona, Marquette, Petoskey, Sandusky, Traverse City, Suttons Bay, and Northport. Michigan State College sponsored Belding, Fremont, Hart, Lake Odessa, Lansing, Ludington, Manistee, Merrill, Owosso, and Portland. Western State Teachers College sponsored Allegan, Battle Creek, Benton Harbor, Coldwater, Dowagiac, Hastings, Lowell, Marshall, Niles, Paw Paw, South Haven, Sturgis, and Union City. Michigan State Normal College sponsored Chelsea, Hudson, and Jonesville. Wayne University sponsored Algonac, Birmingham, Capac, Detroit, Eastern, Northern, Northwestern, Western, Cass, Farmington, Ferndale, Fordson, Hazel Park, Holly, Lincoln Park, Melvindale, Mount Clemens, Oxford, Pontiac, River Rouge, Rochester, Romeo, Roseville, Royal Oak, and Wyandotte. Central State Teachers College sponsored Big Rapids, Clare, East Tawas, Evart, Gladwin, Remus, Roscommon, Saginaw, Standish, Wittemore. Northern State Teachers College sponsored Baraga, Escanaba, Iron Mountain, L'Anse, Manistique, Munising, Norway, Sault Ste. Marie, and Menominee. Michigan College of Mining and Technology sponsored Calumet, Crystal Falls, Houghton, Kenton, Ontonagon, and Stambaugh.

The freshman colleges in these ninety-seven cities had an enrollment last year of over 6,000 students and a faculty of 450 professors, representing 63 different

universities and colleges. For each department introduced into the freshman college, the sponsoring college appointed one of its faculty members to outline the course for his division, select the textbooks, visit the classes, examine the test papers, and exercise an active supervision over his particular section. The work paralleled as nearly as possible the quality fostered in the sponsoring institution. The local boards of education provided the building and equipment for the project. The federal government paid the salaries. With this set-up the freshman colleges began to function in October 1934.

The freshman college is so called because it offers only courses adopted for the freshman year by standard colleges. Just as the junior college attempts "to localize the work so that the completion of general education may be within the reach of all and to effect as much economy in time and money as is possible by a more perfectly organized and integrated program of studies,"¹ so the freshman college has endeavored to have its courses standard, its equipment satisfactory, its instruction of a high quality, and its services commendable. Students were admitted in the regular order; they presented a transcript of their high-school credits, took the psychological and comprehensive tests, and the physical examination. They understood that they were enrolled in the sponsoring college, that they would receive their credits therefrom, and that they could transfer at will. The

¹ Clifford R. Maddox, "Functional Changes in Original Structure," *Review of Educational Research* (October 1934), IV, 379.

supervisor of the freshman colleges has attempted to change the student attitude from "Thank God I'm through" to "Thank God for this new insight and outlook." He says, "The challenge is for less force and more inspiration in teaching. It must be so if education is to make a contribution which will function beyond the period of actual instruction. It must be so if education is to make rightful claim to those hundreds of bright young men and women now idle whom we are seeking to prepare for a richer personal life and a greater contribution to their fellow men."² The plan has given an impetus to the young who felt that their prospects were blighted and that their ambitions could never be reached because the obstacles appeared insurmountable. Their vigor has been refreshed and practical possibilities of attainment have opened up.

Since there is a tendency to accept the established practices and to believe that they are right, the offerings for the freshman year in the Michigan units were those adopted by the general colleges; the curriculum outlined by the sponsoring college was followed. Almost all freshmen are required to study rhetoric and composition, hence its requirement in the freshman college. Other offerings were a science, mathematics, social studies, literature, psychology, a foreign language, and physical education. The selection of the particular science chemistry, physics, or biology depended upon the laboratory equipment, the teacher's major, and the demand. In the department of so-

cial studies, selection could be made from economics, sociology, and European history. English, American, or general literature was decided upon according to the student's previous preparation. The courses in mathematics numbered from one to four. A foreign language, psychology, and any other electives appropriate for freshmen were included in the offerings provided ten students desired to study the particular branch; in general, one foreign language was given. Courses in health and physical education were assigned to a part-time instructor. Although it has not been proved that the size of groups is a major factor in teaching, there exists an unscientific conviction that learning is advantageously favored when the number dealt with is few. At any rate, the class enrollment averages from ten to twenty, thus giving the professor an opportunity to exercise personal interest in his students, to help them make up deficiencies, and to act as a true guide.

Practically no funds were available for the interests of the freshman college but at the same time student activities were considered advisable. The problem consisted of devising a plan that would entail little or no monetary outlay. Student ingenuity was taxed to provide a means of satisfying this desire for expression in interests other than those academic. The solution was a program that consisted of the student assembly, social affairs, the college paper, glee club, dramatics, oratory, and sports. By these means all students had an opportunity to share in some of the activities; also leaders were discovered and poten-

² Sidney Philip Brooks, "Emergency Education," *Freshman College News* (May 27, 1935), I, 3.

tial abilities manifested. A definite period was assigned for the student assembly which was given to business, student programs, contributions from the locally prominent men and women who had messages for the young people, and lectures and entertainments from the sponsoring college. In some instances, the students entertained by giving plays that they had studied in dramatic club, by presenting the glee club, the musicians, and those who had educated their particular talents. At other times, the faculty of the sponsoring college gave lectures on such timely topics as "Russia—Its Plan," "The People of the Northern Sections," "Motoring through Northwest United States," or they let their college students present plays, such as "The Florist's Shop," or give an hour of song, and thus lent inspiration in many ways to those of the smaller units. Responsibility for parties, contributions to the paper, and participation in clubs and sports aroused a keen interest in the college as an institution, in its importance, and in its possibilities.

Statistics show that approximately only 45 per cent of students continued their education the year after high-school graduation in 1929, and for the last three or four years the number entering college has become fewer and fewer because of the economic situation. This condition became serious in that young men and women lost sight of their goal, felt their ambitions weaken, and their energy relax. Some few found jobs, but the majority had to be assimilated into positions at home or among friends in a manner not satisfactory to them or their families. A general

loss was thus sustained since preparation for their future was not provided and potential leaders were forfeited. This situation was keenly felt in the state of Michigan and a solution for the status was found in the freshman college. One accepted and fundamental law of the land is that education is a responsibility of the several states and that the real challenge to its development lies there.³ Unable to assume the whole burden last year, the state enlisted the aid of the federal government. "Of course, the opponents of federal aid insist that such subsidies carry with them federal control, but the point is not well taken."⁴ It is true that "the federal government sets up certain standards which must be met by the schools before money is released for their support, and these standards have resulted in a greatly improved service, but no effort has been made to control them."⁵ The changing social order needed some educational practices adapted to existing circumstances and needed them immediately; hence the federal government came to the aid of the state at a time when assistance was vital.

During this freshman year, students pass through "a period of transition from the more or less well-taught and supervised work of the high school to the more independent and more self-directed work of the succeeding years of col-

³ George F. Zook, "Federal Aid to Education," *National Education Proceedings* (1934), 72, 42-43.

⁴ James H. Richmond, "The Responsibility of Government for the Support of Schools," *The Nation's Schools* (March 1935), 15, 23.

⁵ *Ibid.*

lege,"⁶ provided that they continue in college. If they leave college at the close of this year, they will have had contact with high-grade faculty advisers who studied their individual characteristics, their ambitions, abilities, special aptitudes, and other qualifications with a view to assisting them in their problems of life. Whatever their plan after finishing this year, they will have benefited by the experience and will have caught a spirit of intellectual tone. Students unable to meet college requirements were placed in shops that train for the trades or in jobs that they could fill now; thus they were honorably and advantageously located in a realm where they fit best without the humiliation of having failed at college and the accompanying economic outlay.

The extent of its influence and the value of its position will be relatively measured in time, but the freshman college has met a challenge in the field of education. Shortly before the close of the colleges in June, Mr. Ponitz sent questionnaires to parents, faculty, and students of the freshman colleges in order to obtain a direct evaluation of the project. In summarizing the results of this study, he says:

Our survey indicates that the colleges have met with overwhelming approval. Seventy superintendents have expressed themselves as very favorable toward the work which was done, with the request that the program be continued. Only one has expressed himself in opposition to the movement.

⁶ Walton C. John, "College and University Education," *Biennial Survey of Education* (1928-30), *Office of Education Bulletin* (1931), No. 20, 488.

The report was almost unanimous in the opinion that the faculty had won the respect of their local communities, that they established a reputation for scholarship, and that they desired the program in an extended nature another year.

The following were given among the greatest contributions made by the movement: (1) occupation for idle youth; (2) opportunity to continue their education; (3) an incentive for self-improvement.

The following three items ranked highest among suggestions for improvement: (1) better pay for teachers; (2) wider choice of courses; (3) more vocational work.

Seventy-five per cent of the teachers held teaching certificates, while the other 25 per cent came from various other professional fields.

Mr. Ponitz states that the program is no longer an experiment, that the results have established it as a necessary correlation to our educational system, and that plans are under way for enlarging the field of service. Preparatory to making available a wider range of offerings for a greater number of students next year, Mr. Ponitz selected seventy-five instructors from the freshman college faculties and gave them the privilege of attending the graduate school at the University of Michigan during the eight-week summer session at federal expense (\$15 a week) provided they would take two courses that would fit them for special work during the coming year. The plan included offerings for those who preferred pre-professional, semiprofessional, and trades work to the strictly academic fields. The proposed courses included training for photography, journalism, engineering, library work, and commercial, agricultural, and secretarial occupations.

If "progressive education is characterized by devotion to the interests of pupils,"⁷ it is clear that this experiment may be classified as progressive, since six thousand young men and women have been given the opportunity to find themselves, to develop their abilities, and to begin the fulfillment of their aspirations. Students who had practically given up the ambitions of their earlier school days were refreshed by the opening up of possibilities that they did not dream existed for them. The exact percentage that will attend institutions of higher learning is still uncertain, but the trend of thought and the definite plans made before the close of the academic year indicated that nearly 60 per cent in some units had made arrangements for additional education. This means that many who had abandoned the idea of intellectual advancement recovered from a disheartening outlook and started anew on the upward climb. The introduction of this type of college was Michigan's response to a state-felt need, and its permanence is a matter of speculation, but it has made a promising effort and has achieved its major purpose. During the coming year the number of freshman colleges probably will be somewhat reduced, but the offerings in those in operation will be considerably increased.

STUDY TIME AT DULUTH

The average student at Duluth Junior College studies three hours an evening on his favorite book-

⁷ Ralph W. Tyler, "Evaluation: A Challenge and an Opportunity to Progressive Education," *The Educational Record* (January 1935), 16, 122.

cramming nights, Monday, Tuesday, Wednesday, Thursday, and Sunday, according to information furnished to Dean Chadwick in response to a request for this and related information made to their parents. Over half use a regular weekly time budget. Almost half have outside employment in addition to their college work.

DORMITORY RESIDENCE

Two-thirds of the 2,229 students attending the public junior colleges of Mississippi last year were living in college dormitories. The proportion was larger for the men than for the women, 73 per cent of the 1,191 men residing in dormitories as compared with 58 per cent of the 1,038 women.

NEW MEXICO SUMMER SCHOOL

The summer session of the Eastern New Mexico Junior College had an enrollment in excess of 175 students, a considerable increase over the summer enrollment of 1934. Students were enrolled from Texas and Kansas as well as ten counties in New Mexico.

SETH LOW RESULTS

Information recently received from Edward J. Allen, director of Seth Low Junior College, Brooklyn, states that of all the students admitted to Seth Low Junior College since it was first established in 1928, 52 per cent have remained two years or less; 19 per cent have continued their registration in the university as university undergraduates for two and one-half or three years; and 27 per cent have continued for three and one-half or four years.

The Junior College and Scout Training

WILLIAM B. SHARRATT*

The junior college as an educational institution in New Jersey is a new venture. Its value to our public system of instruction in particular and to society in general is being determined upon the basis of practical experience. "To be or not to be" is a present vital issue. In the Far West the junior college is accepted as a part of secondary education and young people have the opportunity of completing two years of college training under acceptable conditions. In the East, where ancient and venerable institutions have for years guided the upper half of our educational processes, the junior college under its present set-up is regarded partly as a competitor and partly as an intruder upon sacred ground. Fortunately for New Jersey, the junior college has been recommended by the Board of Regents in its annual reports for years past and although the institution has its critics, it is, on the whole, accepted as a worth-while project in education.

Being a new adventure the junior college in New Jersey must feel its way. To accept without adjustment and apply curricula and administrative formulas of other institutions to New Jersey would be most unfortunate. The junior college in the East must serve the conditions and needs of the East, and that which is located in New Jersey must not only serve our particular state in gen-

eral but each distinctive college must be adapted to meet the specific needs of its community. On the basis of this principle divergence of opinion will arise. Some of our leaders favor the preparatory principle, others, that of the "rounding-out" process as the most essential function for the junior college. Still others believe that we must serve the larger part of our population and be primarily a school not only for the student just graduating from high school, but also for the adult. The Middlesex Junior College, perhaps because of its immediate societal environment, conceives its obligation to harmonize particularly with the last function. The first and second functions are, of course, also recognized and provided for.

This broader emphasis of the Middlesex Junior College has led into the realm of adult education, and to the more particular field of volunteer scout leadership. Middlesex County, which is primarily our field of service, has two Boy Scout Councils, the Raritan and the Middlesex. Both councils have maintained a high degree of training for Boy Scout leadership and their records are of high standard. The need, however, for a more advanced educational leadership was felt. Most of the preliminary training had been given year after year. An advanced course seemed essential. Here was the opportunity which the junior college sought.

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In consultation with the Scout executives of the councils, the director of our college formulated a plan of co-operation—the college would offer a course in the "Principles of Scoutmastership." This is the course suggested by the Educational Department of the National Council of the Boy Scouts of America for the second year of its five-year educational plan for training volunteer leaders.

The project received the hearty approval of the education committees of the local councils, the Department of Education of the National Council, Boy Scouts of America, the Board of Control of the Middlesex Junior College, and the State Supervisory Board of Junior Colleges, thus placing the course upon academic standing. The writer, whose interest in scouting has always been paramount and whose professional connection with the movement in its earlier years of existence seemed to fit him for this particular leadership, was invited to assume responsibility for this course of study.

The course of instruction extends for a period of twelve weeks and has a total of thirty clock hours or thirty-six credit hours of value. The class meets once each week from seven-thirty to ten o'clock and at other times during the week groups convene in convenient places to review and discuss the various problems raised in the regular class period.

Among the subjects listed to be discussed are the following: The nature of the boy; educational objectives; methods of education; troop program building; the boy's reading program; education for character; the measure of a good

troop; scouting applied to life. These subjects are made parts of a whole integrated training experience having as its basic principle, learning by doing.

To give guidance to the student, specially prepared tests are given each week. These assume the form of true-false, completion, multiple-choice, and problem questions. Errors which occur most frequently in one test are reviewed in class and then the question is placed again in a later test. Graphs depicting the test scores are placed upon the blackboard and explained to the class. In this way the attempt is being made to help the student gain accurate knowledge. In each case of testing, care is taken to approach the situation in such a way as to secure hearty co-operation and a sense of expectancy. This leads to jovial participation and better results.

Fortunately, Middlesex County has many educational facilities from which to draw for special lecturers. National headquarters is not far away. These sources of specialization are available, and in those subjects which require special leadership the junior college asks for and receives professional leaders. Where the college can function directly its own faculty assumes educational guidance.

The response to this course is very satisfactory. Seventy men ranging in age from seventeen to fifty-one and serving in scouting from junior assistant scoutmaster to scout executive are registered. Auditors are added each week. Enthusiasm runs high. The course is evidently meeting a felt need and is indicative of what the junior college may do in the general field of adult education.

American Junior College for Women in Beirut

FRANCES P. IRWIN*

The name, junior college, in an ancient place like Beirut, Syria, may seem to present too great a contrast between the modern and the ancient, but in a land full of strange contrasts and rapid transitions from old to new, the junior college idea seemed a logical solution to the new demand for higher education for women. It serves as a transition between preparatory school and senior university work for women students with no background or tradition of college work; it also bridges the sudden change from a girls' school to coeducation in a land where until recently women have been quite secluded from participation in society with men; and finally it is an experiment to determine what needs and interests of the women of the Near East a college education should meet and satisfy.

The American Junior College for Women was organized at Beirut in 1925 because many girls were for the first time asking for a college education. Girls' schools were crowded after the end of the World War—Moslem girls were allowed to go to school who had never left home before—and many new schools for girls were organized. The request for a higher course of study was made first to the American University of Beirut, long known in the whole Near East for

its splendid work in education, but to many of those interested in the problem of women's education, co-education did not seem to be the wisest solution in view of the ancient social system of the Near East. Many women desirous of a college education would not be allowed to go to the University, and it was felt that a woman's college should be set up with a curriculum and student activities especially planned for women. At first the college classes were a result of the reorganization of the curriculum of the American School for Girls, at Beirut, a preparatory school of excellent grade, and for two years the classes were crowded in that building. Then it was evident that the college was meeting a real need, the enrollment was increasing, and a separate building for the Junior College was rented near the American University. This move made it possible, through the courtesy of the faculty of the University, for the college faculty and students to have access to the University library, for students in the college to elect courses in the University, if such courses necessary to their plans were not offered in the Junior College, and to enjoy all the lectures, concerts, and other activities of a cultural value carried on by the University, at the same time to conserve their own special courses and student activities. It also allowed women students enrolled in the advanced courses at the University to

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live in the college hostel, if they so desired. Many have continued to do so.

By 1933 the Junior College had attained an average enrollment of 75 students. A very beautiful campus had been purchased on a hill-side near the University and overlooking the Mediterranean Sea and Lebanon Mountains. An administration and classroom building had been erected providing a library, chemistry and biology laboratories, classrooms, offices, and an auditorium. A nursery school building stands near by, and in another corner of the campus are basketball and tennis courts. Up to the present a new dormitory building has not been possible. Plans have been drawn for a modern dormitory to accommodate about one hundred students and it is hoped that it may be built this year. Residences near the campus are rented to house the 40 students and several members of the faculty who wish to reside at the college.

The 275 students who have been enrolled in the Junior College have represented all the nationalities of the Near East: Turks, Persians, Kurds, Iraqians, Egyptians, Cypriotes, Greeks, Palestinian Arabs, Palestinian Jews, Armenians, and Syrians. The common language is English, though Arabic is the mother tongue of the majority of students, and French a very necessary language for all living in Syria. A number of the graduates of the College have entered the junior class of the University and received the degree of Bachelor of Arts; a few have entered the professional schools to study business, pharmacy, and medicine. Many women, sometimes the best students, are

not allowed even yet to attend the University and they have to give up the thought of further study, except in a few cases where they have been able to go to America to study. Six have done so and received degrees from American institutions, with very good records in all cases. Most of the graduates find positions as teachers. New schools for girls have been opened not only in Syria, but by the governments of Palestine and Iraq, and teachers have been in great demand. At first, high-school girls were taken, then a better educated teacher was required, and many girls who had taught for a few years returned to study in college. The Iraq government has not only engaged many Syrian girls as teachers, but is sending its own students to the College as government bursaries, as there is no full college for girls in that part of the Near East.

The aim of the College has not been merely to prepare its students for advanced university work, though that is a part of the aim, but more important is the emphasis on helping the student to understand the changing conditions of the Near East and the place of an educated woman in that new world, and to develop character which will prepare these young women for useful and valuable lives in their communities. The attempt is made to carry out this aim through various courses of study, through student clubs and other activities, and through several social service projects in which the student not merely studies conditions, but lives among the underprivileged in the villages of her country.

Students are allowed a fairly wide choice of subjects, with a minimum

of required subjects for graduation. New courses are frequently added to the curriculum as the need seems to arise. At present several groups of courses are offered: a business course; a course preparatory for the French government Baccalaureate examinations; the pre-professional courses leading to the professional schools of the University; a course in religious education offered in conjunction with the Near East School of Theology; and the liberal arts course. In the freshman year, subjects offered are: a history of the Near East, from the rise of Islam to the present day, to give something of the historical background for the political and racial problems of the Near East today; a history of religions, very necessary in a land of so many conflicting beliefs; a course in Bible study; courses in language — Arabic, French, and English; and the courses in personal and community hygiene are among the most popular and most valuable. Mathematics, chemistry, and biology are also offered with advanced courses for the sophomore year. In the sophomore year additional courses to the languages and sciences are a course in general psychology, planned especially for students of the Near East; a course in sociology also based on a study of prevailing conditions, and planned to include at least twelve trips to factories, shops, and various philanthropic and government institutions. There are also courses in history, political science, and costume and design. A second year of hygiene work is called "Child Care" and consists of work in children's diet, health, and psychology and training. In connection with this course, a nursery

school has been conducted for the past three years. Twelve children between the ages of one and one-half and three years are enrolled. A supervisor and two students of the College are always in the nursery school with the children. The College students meet the mothers at home to study the home life of the child and frequently the mothers attend the class discussions, with much profit to both mothers and students. The children of the nursery school also represent several nationalities and offer another project for helping to promote better international understanding in the Near East.

As a part of the plan for helping the student to know her country and its problems, various social service projects are carried on during the academic year, such as club work through the Y.W.C.A. for factory girls, and the Foyer des Jeunes with its club for street waifs; but in the summer, for the past three years, the college has financed and carried on a project in village welfare. A group of students, teachers, and two graduate nurses from the University hospital have camped in some remote village in the mountains, where there has been little or no contact with the outside world. The students have a chance to see how over half of their fellow countrymen live, while they carry on a simple school of a very practical nature. Frequently there is only a very elementary school for boys in the village and few, if any, of the villagers can read or write. There has never been any kind of school for girls in the villages visited. A little reading, writing, and arithmetic are taught, but more time is given to lessons in simple

hygiene, character training through stories and games, and simple hand work. The nurses hold a daily clinic and once or twice a week hold a women's meeting in this and neighboring villages to give demonstrations and illustrated talks on child care, health, and sanitation. These experiences have been very valuable for the College girls in helping them to realize the problems of their country and what can be done in even a simple way through women's organizations. They have been invaluable in giving a new point of view to the College students and have not hurt the villagers.

There are many problems not mentioned above, in connection with the conducting of an American college in a foreign land: how to preserve the best native traditions; how to adapt American methods to the problems of the land; how to co-operate with the government; how to bring such a group of students from such different cultural backgrounds and with traditional racial prejudices and hatreds into a harmonious student body, are a few that there is not time to discuss. I should like to mention briefly, however, one device used to introduce the freshman to college life—a problem in every college, but doubly so in a woman's college in the Near East. A formal freshman week was tried rather unsuccessfully for several years—students did not become acquainted, did not understand what it was all about, and altogether seemed to take too long a time for a small group to get adjusted, since at best they have only two years. Part of the trouble lay in the fact that many are day students, living in the city, so it was decided to pack up the whole college, students and

faculty, and spend a long week-end in historic Baalbac where a hotel could be secured very reasonably and a miniature college set up. A program was planned for the few days allowing time for lectures, discussion groups, hikes, and a stunt program. Quite a different spirit has prevailed after this program—racial barriers do break down and a closer relationship is established between faculty and student than ever prevailed before. This has been one of the advantages of being a small college.

Thus in many ways the Junior College seems to have fitted the needs of the peculiar situation here. Demands are increasing for a four-year college for women, but even when and if it is possible to add two years to the present plan, it still seems that for very many women of the Near East a two-year program especially worked out for them will continue to be a very valuable contribution. For owing to financial conditions, woman's position, and the educational condition of the country, a two-year plan will have to be sufficient for many.

Present trends are forcing large numbers of youth to remain in school until the age of twenty. Consequently, the junior college rather than the present senior high school will tend to provide the last full-time liberal education that increasing proportions of youth will ever receive. The public junior college should be considered a part of higher education and administered as a definite part of the public school system.—J. S. KADESCH, Superintendent of Schools, Medford, Massachusetts, in 1934 *Proceedings of the National Education Association*

Liberalization of the Curriculum

B. LAMAR JOHNSON*

What is the meaning of liberalization? Webster defines the term as the act of freeing "from narrow views or prejudices." What then is a liberalized junior college curriculum? The liberalized junior college curriculum fits no one pattern; it fits the objectives of the individual institution; and, most important of all, the liberal curriculum fits the needs and objectives of the individual student.

What path must be taken by the junior college interested in liberalizing its curriculum to the end that, insofar as the college can ascertain, it will meet the needs of the individual student enrolled therein? The first step which the progressive administrator in such a situation would take would be to ask a number of questions: Will the proposed curricular change fill a need in the lives of our students? Ordinarily we should expect that a careful consideration of this question would be all that is necessary, but the administrator has just begun. He has two additional questions the importance of which really dwarfs that of the first question. Will this curricular change receive the approval of the regional accrediting agency? Will this curricular change fit into the mold accepted by the institutions of higher learning to which our graduates transfer?

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Marion Coates Graves has discussed the last of these problems in an article in the *Junior College Journal*:

Two serious bugaboos are planted squarely in the path of the proper development of the junior college. One is the need for accreditation—the big stick which the senior college holds over all forms of secondary education. Students in the junior college usually find their interests and enthusiasm stimulated to the point where, after graduation, they desire to go on studying: but the obstacles to be passed in entering the conventional senior college are formidable; and in frequent cases, the barriers are found to be impassable. Either the junior college must duplicate rigidly the freshman and sophomore offering of the senior college—a Gargantuan task, since there is not here the same agreement among the colleges as exists with reference to high-school work—or else it puts the student's chances for advanced work in jeopardy in order to give him the illuminating and progressive type of course for which the junior college as an institution is justly noted.

The second bogey is the fossilized educational phraseology used to define "education," particularly "higher education." And this factor is in great measure responsible for the accrediting difficulty just referred to. To date, no better way has been evolved for judging a candidate's mental maturity than by the size of the endowment of his junior college, the number of hours and minutes he sat in the classroom, the number of hours and minutes he had spent in high school before that, and the number and salaries of the teachers employed by the junior col-

lege which gives him his "diploma" or "degree." The main issue—what he has actually gained in the process—is lost sight of in the mazes of vocabulary. Courses, semester-hours, orientation, subject-matter, guidance—all these terms are pegs on which many varieties of garments have been hung. Even the word "progressive" has lost its pristine freshness as applied to educational practice, and now denotes more or less standardized methods of procedure. Granted that it is of advantage to have evolved a formula for the A.B. degree trademark as rigorous as that for a commercial product like Bayer's Aspirin: is it not at the same time a mistake to sum up all education on the college level in this one equation? Many colleges are making sincere attempts to better their offering; but such changes as they inaugurate have to be made within the System, or the colleges lose their classification in Standard Lists. And, all too often, these improvements on the traditional course lose their vitality and are nullified by the framework to which they must conform.¹

Has Mrs. Graves overstated the case? An examination of the records of students transferring from junior colleges in this state to colleges and universities in this and other states suggests that there is at least some basis of fact in Mrs. Graves's comment. Three examples may be given.

First, we find that many colleges and universities refuse to give credit for courses taken during a year different from that in which they are offered at the college to which transfer is made. Psychology is a case in point. University A, in common with many other colleges and universities, refuses to allow

credit for psychology taken during the first year of college; if, however, psychology is taken during the sophomore year, University A allows full credit for it. What evidence is there that psychology taken in Grade 14 benefits the student to the extent of six credits but psychology taken in Grade 13 benefits the student to the extent of no credit at all?

Again, two years ago one of our best students transferred to a neighboring university. This student, who ranked in the upper tenth of her graduating class, had made the mistake of taking a six-credit course not offered by the university to which she transferred. She, therefore, lost six credits in transfer. In that same class and transferring to the same university was another student who ranked in the lower five per cent of her graduating class. This student had, however, followed the sacred formula; she had taken only those courses offered and approved by the university in question. Student A, an excellent student, was penalized; student B, a poor student, was given full standing. What evidence is there that students have failed to benefit from courses simply because the institutions to which they transfer do not see fit to offer these courses?

As a third example, a rather amusing case was brought to my attention recently. A junior college graduate transferred to a liberal arts college with full junior standing. After one semester of successful work in this college she transferred to a university to complete her work. She had satisfactorily taken an advanced clothing course during the one semester she at-

¹ Marion Coates Graves, "After Junior College—What?" *Junior College Journal* (December 1933), IV, 111-15.

tended the liberal arts college; this course had been duly accredited by the university to which she transferred. Since, however, the elementary clothing courses of the junior college were not taught in accordance with the formula accepted by the university, the student was requested to repeat her elementary courses in clothing. And this, despite the fact that the advanced course based upon these unaccredited elementary courses would have been accepted by this university!

The readers of this paper could without doubt multiply many times the few examples which I have suggested. Enough has been said, however, to indicate the difficulties encountered by any junior college which attempts to liberalize its curriculum.

The problem assumes even further importance when we realize that a recent survey of 153 representative junior colleges in all parts of the country reveals that approximately 80 per cent of the students in these institutions are enrolled in college preparatory curricula.² If 80 per cent of our students are enrolled in college preparatory curricula and if the col-

leges and universities to which they transfer have a wide variety of rigid entrance requirements, there appears to be little excuse for the existence of the junior college, at least in so far as its curriculum is concerned.

The question naturally arises, "Why do colleges and universities set up requirements for transfer students?" The answer to this question seems quite obvious: "The purpose of such requirements is to aid the college and university in selecting students who will do satisfactory college work and who will also profit from such work."

In at least some cases, the formulas now being used do injustice to the very students whom the universities wish to encourage. If the brilliant student has not followed precisely the prescribed curriculum, he is penalized; on the other hand, if the mediocre student has followed the letter of the law (as it is laid down by the higher institution), he transfers without question in many cases — regardless of the quality of his work.

But, someone may say, must we not prescribe certain prerequisites in order to be certain that students entering the junior year of college may have the background necessary to pursue satisfactorily the work of the last two years in college? There is, to be sure, a possibility that some prerequisites, such as those relating to facility in written and spoken English, are necessary. In such widely scattered institutions as Harvard University,³ the University of Minnesota,⁴ and the University of Missouri⁵ there is a considerable body of experimental evidence which casts reflection upon the value of prerequisites as we

² Arthur S. Taylor, "Curricular Research Is Urgently Needed," *Junior College Journal* (February 1933), III, 246-48.

³ A. Lawrence Lowell, "College Studies and Professional Training," *Educational Review* (October 1911), LXII, 217-23.

⁴ Palmer O. Johnson, "An Evaluation of the Courses in Elementary Botany as Preparation for Sequence Courses," *Science Education* (May 1931), XV, 201-15.

⁵ W. P. Shofstall, "Relative Values of Freshman-Sophomore Courses as Predictors of Scholastic Success in the Professional Schools and Colleges of the University of Missouri," Unpublished Doctor's thesis, University of Missouri, 1932.

usually conceive them. The evidence indicates quite clearly that the important factor in predicting success in advanced work is not the titles of courses which the student has already pursued. Rather the fundamental criterion appears to be the quality of the work done by the student. In other words, in predicting success in advanced courses, the fact that a student ranks high in his junior college graduating class is probably more important than the fact that he has sat in a science or foreign language classroom for a prescribed number of hours and minutes.

FUTURE POSSIBILITIES

But perhaps we have tarried long enough on the problems and difficulties which face us in liberalizing the junior college curriculum. What does the future hold in store for us? It is my conviction that in the very near future we shall see the influence and prestige of our leading universities and regional accrediting associations combine to stimulate junior colleges to liberalize their curricula. We already see signs of this.

At the University of Minnesota, for example, progressive curricular developments in the junior college years are serving as a guide and a stimulus to junior colleges interested in curriculum improvement.

The new standards of the North Central Association will without doubt do more to stimulate the liberalization of the junior college curriculum than anything which has happened since the beginning of the junior college movement.

Recently there came to my attention two reports by means of which two different accrediting agencies

request information regarding junior colleges. I should like to describe the information relating to the curriculum which each report calls for. The first report requests (1) a list of all courses taught this year together with catalogue numbers, titles, and credits and (2) a statement of the courses prescribed for all students. These two types of information are all that report Number One includes as far as the curriculum is concerned.

Report Number Two, the new North Central Association report, includes among other things, requests for the following information:

1. In what ways has the administration concerned itself with the problems of objectives, curriculum content, and the outcomes of instruction?
 2. In what ways have departments and individual instructors concerned themselves seriously with problems of course objectives, course content, and course outcomes?
 3. Is there an individual member of the staff or a committee of the faculty giving more or less continuous study to the improvement of the curriculum? Who is this person and what does he do? Or, if a committee, how is it composed and how does it operate?
 4. What special provision, if any, is made to assist the student to integrate the curriculum content of the separate subjects of study?
 5. What curriculum study, if any, has recently been made by the institution or by anyone in the institution?
- These are searching questions, every one. They do not smack of a mere inspectorial attitude but

rather they furnish specific evidence of the attempt "to stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association." Certainly study and examination of institutions on the basis of queries such as those we have noted cannot help encouraging and stimulating curriculum liberalization.

I have suggested two methods which I believe universities and accrediting agencies are using and will use in encouraging the liberalization of the junior college curriculum. First, leading universities are encouraging the liberalization of the junior college curriculum by adopting progressive curricula in their junior college years. Second, accrediting agencies are adopting the policy of being "educational missionaries, not merely examiners."

In closing may I suggest a third method which I expect our universities to use within the next few years in encouraging the liberalization of the junior college curriculum. In the very near future a number of our leading universities will, without doubt, recognize the junior college diploma, just as they now recognize the high-school diploma or just as graduate schools recognize the Baccalaureate, without reference to minutiae of information regarding every course pursued.

We are passing through a natural stage in evolutionary development in so far as our relations to colleges and universities are concerned. The high school has passed through exactly the same stage. It is my conviction that our evolution is slow but quite satisfactory. We are gradually but consistently ap-

proaching the solution of the problems which I have attempted to present.

Society has tacitly regarded the four-year college as a common standard of education and in the past has accepted everyone who has completed such a course as a college graduate irrespective of the college in which the work was done. The fact that a number of colleges and universities have for more than a decade been practicing selective enrollment has not as yet entered seriously into the thought of society as a whole. With the advent of more nearly universal college education the actual gap between the institutions practicing selective enrollment and those which do not is widening. This is evidenced by the tendency in some of the selective colleges to restrict their enrollment to an ever smaller fraction of graduates from public high schools. The public junior college, like the public university, is certain to draw an increasing proportion of the students whose aptitudes are not markedly academic as well as of those who do not intend to remain more than two years. Should these tendencies continue, society may be compelled to recognize very important differences among their institutions of higher learning. The larger universities may still be able to meet all the needs of higher education but institutions with more limited curricula may be compelled to accept differentiated status or may desire to do so.—A. C. KREY, University of Minnesota, in *Bulletin of the American Association of University Professors*, May 1935.

Semiprofessional Courses in Zoölogy

P A U L L . R A D I R *

What shall be the nature of the subject matter and how shall it be presented? This question provides an interesting problem in designing a general zoölogy course for semiprofessional students in the junior college.

Unless these students intend to transfer to some college or university, they contemplate but two years of post high-school academic work. In this case, general zoölogy will probably be the only natural-history subject studied. If the transfer is contemplated, many students register in a department requiring a "preparatory" course in general zoölogy. If the two courses are the same in their content there is unnecessary repetition of subject matter for students changing their plans. Since the aims of the two courses are different and the field of zoölogy so broad, however, there need be little overlapping.

The preparatory course (usually termed "certificate" course in California junior colleges), is generally designed for pre-medical or pre-dental students or for those contemplating professional work requiring advanced study in biology or zoölogy. Such a course is not adapted to the needs of the semi-professional student whose instruction must be sufficient to impart to him, during a single semester, a knowledge of the living world which will include: (a) a general concept

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of animal life; (b) an appreciation of the values, positive and negative, of the various living forms; (c) an active interest in animate things which will function advantageously in the use of his leisure time.

The suggestions presented in this article are based upon conclusions drawn from teaching semiprofessional zoölogy in the Los Angeles Junior College for a period of five consecutive semesters. During this time there has been an opportunity to quiz students who have taken the course under the specific systems of instruction and, thereby, to test the efficacy of various methods used and subject matter presented.

The information which most obviously clings in the minds of the students comes from subject matter which they can definitely relate to themselves. By questioning students of earlier semesters it is found that the facts presented in the fields of genetics, eugenics, parasitism, embryology, and morphology of the higher forms are retained according to the order in which they are listed here. By correlating the laboratory work with such principles and theories as metagenesis, the recapitulation theory, epigenesis, serial homology, etc., the course has assisted the student to build up what may be termed a philosophy of natural history.

Two phases of the subject matter appear to be retained less satisfactorily by the student. One is the classification of animals in technical terms, and the other the study of

structures peculiar to different groups of animals, which illustrate no general principles. There are many items studied, particularly in the laboratory, which may be of value to the technical student but have a minimum value or interest to the semiprofessional student.

The field of zoölogy is an enormous one and permits of a wide selection of topics for a single semester's study. In order to build up in the consciousness of the semiprofessional student a desirable appreciation of nature, the topics chosen should have a definite appeal to the mind of the layman. The trained zoölogist has a great respect for the technical in his subject and is loath to relinquish that certain amount of thoroughness which is the result of popularizing his course. In a semiprofessional course, however, this is necessary. Here the attempt is made to instil, in a comparatively simple manner, a knowledge of animal life which will stimulate an appreciation of living things and inspire an interest which may lead the student to become so "animal conscious" that he will find, in the out-of-doors, pleasures which are unquestionably worthy—intelligent observations of the activities of birds, mammals, insects, or whatever forms have appealed to his fancy.

To this end a considerable portion of the time should be given to the local fauna, particularly the birds and mammals. This calls for field trips and a representative equipment of study skins for laboratory inspection.

In the laboratory periods a considerable amount of time is well spent in demonstrations with projection machine, micro-projector,

charts, and other visual equipment. Living animals in aquarium or cage are excellent illustrative material.

The drawings should be limited to a few things wherein the student's originality of observation may be tested. There is all too frequently a tendency for laboratory hours in biology, botany, and zoölogy to degenerate into drawing exercises in order to keep the student busy.

In the writer's opinion a laboratory period of three hours, devoted entirely to exacting work with microscope or dissecting needle, is too long to sustain the real interest of the semiprofessional student. Two hours is sufficient and the remaining time is better spent in demonstration, discussion, or reading.

For the more interested or gifted students special projects have proved most valuable. Again, it is difficult for the instructor with a technical training to resist the temptation to make study assignments from the technical literature. For the semiprofessional student, however, there is a wealth of semi-popular and popular literature referring to animal life which is both interesting and instructive. Where possible, study assignments should be taken from this literature.

The suggestions brought forth here do not infer that the course shall be an easy one, catering to mediocrity. It should be replete with illustrative material which will have as its ultimate aim the enriching of the student's mind with a knowledge of the principles of the structure, growth, and activities of animals in such a manner that he will build up a philosophy of the intricate interrelationship of all living creatures.

Bibliography on Junior College Libraries

WALTER CROSBY EELLS*

The appointment, last year, of the Carnegie Corporation Advisory Group on Junior College Libraries, with the expectation that substantial grants for the improvement of many junior college libraries will result from its recommendations, has stimulated interest in this field. The following bibliography of 85 titles of books and articles dealing particularly with junior college library problems and relations has been compiled in answer to numerous requests for the use of junior college librarians, administrators, and others who may have occasion to use it. The compiler would appreciate information concerning references which may have been overlooked.

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EVELETH JUNIOR COLLEGE

From the student paper of Eveleth (Minnesota) Junior College we learn that the junior college of Eveleth has been in existence for the last sixteen years, during which time 2,433 students have been enrolled. The average cost per pupil in 1919 was \$327, but because of a decrease in the annual cost of maintenance it has been reduced to \$139. Owing to increased enrollment the Eveleth Junior College during the past three years has cost annually between \$40,000 and \$45,000. This annual cost, however, is approximately one-third of the expense which would be necessary if the parents of the community sent their children elsewhere to college.

SACRAMENTO GRADUATES

The senior high school at Sacramento, California, with an enrollment of 3,400, graduates approximately 1,000 students annually. Of the 50 per cent of these who go on to college, 98 per cent enter the Sacramento Junior College. This means that the high school in the state capital city has almost ceased to serve the universities of the state directly.

"Ancient History"

THE SITUATION IN 1912

In his review of Higher Education for 1912, the late K. C. Babcock, chief of the Division of Higher Education of the United States Bureau of Education, wrote:

The Methodist Episcopal Church South, through its educational commission, has for some years presented a tabulation of its educational institutions in three groups: (1) Universities, colleges (A), colleges (B), totaling 22; (2) unclassified institutions, in nearly every case calling themselves colleges and universities, numbering 30; (3) academies (A), academies (B), and junior colleges, totaling 49. The junior colleges thus enumerated number 12 in the report for 1911, and are located as follows—9 in Texas, 1 in Oregon, 1 in Georgia, and 1 in North Carolina. The board explains the use of the term in a footnote:

"Under the law of our church, committing the basis of the classification of our institutions to the educational commission, it is not the province of the board of education to create a new group of institutions. However, the institutions numbering 38 to 49, doing a grade of work above that of the secondary school, but giving no academic degrees, describe themselves as junior colleges."

Probably the chief difference between these junior colleges and many of the institutions in group 2, unclassified institutions, lies in the fact that the latter give degrees, while the former do not.

The superintendent of public instruction of the state of Missouri reports 15 of the institutions which are ordinarily listed as colleges in that

state as being junior colleges, and doubts if three or four of these are entitled to so high a rank as junior college.

The Lane Technical High School and the Crane Technical High School, in the city of Chicago, also carry on junior college work which is recognized by the University of Illinois. The work in the Lane school was authorized by the board of education in 1911, and 50 pupils are now registered, but none have yet completed the full two years' course.¹

EARLY MICHIGAN OPINION

At the meeting of the North Central Association in 1896, Professor Hinsdale, of the University of Michigan, said:

The first practical suggestion of this character [elimination of the lower division] found in the University documents is contained in the report of Acting-President Frieze for the year 1869-70. Dr. Frieze argued that if a genuine university was ever to be built in Ann Arbor, or elsewhere in America, it must be founded on a much higher scholarship in the preparatory schools; that these schools must be made real gymnasia, doing a large part of the work then done by colleges, before a university could be possible; and that until this was done, thus setting the higher institutions free for higher work, the best talent of the country seeking the best education would be compelled to find it in a foreign land.²

¹ Report of the Commissioner of Education, 1912, Vol. I, pp. 100-101.

² Quoted in *School Review* (March 1915), XXIII, 198.

The Junior College World

EDITORIAL ADDRESS CHANGED

During the current year, Walter C. Eells, editor of the *Junior College Journal*, has been granted leave of absence from Stanford University to accept a position as co-ordinator for the National Committee on Co-operative Study of Secondary School Standards. Beginning September 1, he took charge of the national headquarters of the committee in Washington. The editorial address of the *Journal* until June 1, 1936, will be 744 Jackson Place, Washington, D.C. Communications concerning subscriptions and other business matters should be addressed as formerly, Stanford University Press, Stanford University, California.

WHAT LEADERS THINK

What Los Angeles Leaders Think of Los Angeles Junior College is the title of an unusually significant pamphlet of 32 pages just published by Los Angeles Junior College. It reports a series of interviews with prominent business and professional executives of the city concerning the various semiprofessional curricula given at the college. The interviews were secured by members of the advanced publications class of the college. The subjects covered and the men interviewed concerning them are as follows: art, Edward A. Adams, Art Center of Los Angeles; banking, C. C. Lincoln, Security First National Bank, F. B. Putnam, Farmers and Merchants National Bank, W. D. Durran, Federal Reserve

Bank; business, W. K. Gibson, Broadway Department Store; civic health, Dr. Leslie Eames and Dr. W. P. Kroger, California State Medical Association; drama, Carl Laemmle, Jr., Universal Pictures; engineering, C. T. Reid, Douglas Aircraft Company; music, John Smallman, Director Los Angeles A Cappella Choir; nursing, Nellie M. Porter, California State Nurses' Association; peace officers, R. E. Steckel, Deputy Chief of Los Angeles Police Force; publications, J. B. T. Campbell, Managing Editor *Los Angeles Herald-Express*; radio and sound, Paul Johnson, Bell Telephone Company; and secretarial training, C. C. Lincoln, Security First National Bank.

FLORIDA REORGANIZATION

The University of Florida has perfected plans for the reorganization of its lower division in terms of a "General College." The purposes of the general college are stated as fourfold:

To offer an opportunity for general education and to provide the guidance needed by all students. Thus the choice of professional work is postponed until the student knows better his capacity and disposition to undertake work that will be profitable to himself and society.

To broaden the base of education for students who are preparing for advanced study in the colleges and professional schools of the upper division, thereby avoiding the handicap of narrow specialization.

To satisfy the needs of those who have only a limited time to give to

college training, and consequently should concern themselves with general viewpoints and major understandings, instead of introductions to special subject-matter fields which they will never enter.

To provide for the constant adjustments required in higher general education incident to the changing conditions of modern life. The subject matter of the various courses and the methods of presentation are to be constantly varied in order to awaken the interest of the student, to stimulate his intellectual curiosity, to encourage independent study, and to cultivate the attitudes necessary for enlightened citizenship.

The usual technical requirements for admission to the university have been removed. Only those applicants are rejected who definitely indicate that they are unprepared to profit by the program offered. A series of comprehensive courses is offered, including the following: Man and the Social World; Man and the Physical World; Reading, Speaking, and Writing; Man and His Thinking; General Mathematics; The Humanities; and Man and the Biological World.

RECORD FOR TRANSFERS

President Clarence L. Phelps, of the Santa Barbara State College, California, submits a record for transfer of students from other colleges to the Santa Barbara institution which he believes cannot be surpassed by any college in the country. There were 849 regular students in the college last year. Of these more than 22 per cent came in by transfer last year. Over 36 per cent of all the students in the institution have entered by transfer at some period in their college course. Transfers last year came

from nineteen junior colleges, three teachers colleges, and fourteen other collegiate institutions. It was expected that approximately half the student body would be transfers at the opening of the college this fall.

CHEVY CHASE PRESIDENCY

Dr. Flaud C. Wooton has resigned as president of Chevy Chase Junior College, Washington, D.C., to become Professor of Education at Claremont Colleges, California. He has been succeeded by Dr. Phillip Milo Bail, of Hibbing, Minnesota.

MISSISSIPPI STUDY

Dean Nisonger and Dr. A. J. Klein, of Ohio State University, spent the month of April in Mississippi, conferring with the administrative officers and faculties of the eleven public junior colleges, the state college, and the college for women. The purpose was not a survey but an advisory function, looking to development by the institutions themselves of closer relationships, more effective standards, and better service.

CALIFORNIA DATA

In March the California State Department of Education issued summary figures on junior college enrollments and costs in the 17 district junior colleges and the 20 high-school departmental junior colleges of the state for the years 1932-33 and 1933-34. The total enrollment was 35,053, of which 29,601 was in the district institutions. This represented an increase of 1,538, or 5 per cent, over the preceding year. In the district junior colleges were found 872 certificated employees. The average salary for the principals was \$4,923, a decrease of \$130

from the previous year; for the full-time teachers the average salary was \$2,486, a decrease of \$106 from the previous year. The total district junior college expenditures for the year were \$3,803,832, an increase of \$5,484 over the previous year. Almost two-thirds of this amount (64 per cent) was used for teachers' salaries. The total expenditure per student in average daily attendance was \$222, made up of \$187 for current expenses and \$35 for capital outlay.

ELECTED TO OFFICE

Dean J. Thomas Davis, John Tarleton Agricultural College, Texas, was elected vice-president of the Southern Association of Colleges and Secondary Schools at its thirty-ninth annual meeting at Atlanta, Georgia.

BUSINESS EDUCATION

A two-year course in secretarial and business education is being offered at Northern Montana College at Havre, beginning this September. This department is housed in John J. Pershing Hall, one of the new buildings on the college campus. It was authorized at the April meeting of the State Board of Education.

MONTANA DORMITORY

Northern Montana College has secured a PWA loan and grant of \$198,000 with which to erect a residence hall for women students. This is the third building to be completed on the college campus during the past three years.

CORRECTION FOR DIRECTORY

Spokane Junior College at Spokane, Washington, is a private, coeducational junior college, estab-

lished in 1933 as a separate two-year junior college unit. There are eight full-time and five part-time teachers. Mr. G. H. Schlauch is president and Ellis B. Harris is dean.

CITY SCHOOL DISTRICTS

Of the total of 56 city school districts [in California] only 25 at present provide education on the junior college level or are parts of junior college districts or high-school districts maintaining junior colleges. Fifteen of the 25 either constitute or are parts of junior college districts. The other 10 are either co-terminous with or parts of high-school districts maintaining junior college courses. — *California Schools*, May 1935.

KANSAS SUPPORT

All cities of the first class in Kansas whose population is less than 90,000 and more than 115,000 have a maximum levy for school purposes, fixed by law, of 14 mills on the dollar. If, however, the city maintains a junior college, an additional levy of 1.5 mills on the dollar may be added. Similarly in cities of the second class an additional 1.0 mill may be levied for junior college support.

NEW CALIFORNIA COMMISSIONER

Walter R. Hepner, Commissioner of Secondary Education in California, the position which carries the oversight of all the public junior colleges in the state, has resigned to accept the presidency of San Diego State College. He has been succeeded by Aubrey A. Douglass, formerly professor of education in Claremont Colleges.

BEULAH COLLEGE PLANT

Beulah Junior College, Upland, California, which for fifteen years has been housed in the religious education plant and church auditorium of the Church of the Brethren, has secured this fall a new plant of its own. The State Conference of the Church voted last year to purchase the Alpine Winter Resort as a new home for the college. The new campus is very attractive and the buildings commodious. The administration building has twenty-six rooms. The college chapel has a seating capacity of 200. On one corner of the campus is located a girls' dormitory. The interior architecture of the library is of the rustic type, with the most modern facilities for handling books, periodicals, and documents. Additional buildings are being planned.

SANTA ANA CHANGES

During the year's leave of absence of Dean McKee Fisk from the junior college at Santa Ana, California, D. K. Hammond will be administrative head of the college with the title of director and Calvin Flint of the junior college faculty will be dean.

JOHNSTOWN PUBLICATION

The students of Johnstown Center, Pennsylvania, have begun the publication of an attractive quarterly literary magazine, the *Collegiate Review*. The first issue appeared last March.

CATHOLIC JUNIOR COLLEGES

An unpublished list recently compiled by the Department of Education of the National Catholic Wel-

fare Conference, Washington, D.C., contains the names, addresses, sponsoring order, and date of founding of 22 Catholic junior colleges for women and of five institutions for men.

OPPORTUNITIES

Opportunities at Los Angeles Junior College is the title of a novel publication recently issued by the southern California institution describing in question-and-answer form the chief features of a "three-track plan of education"—semi-professional, certificate, and transfer. It seems to answer every question that the average student would think of asking, and several others as well.

WILCOX RESIGNS

Floyd C. Wilcox, for the past five years president of Frances Shimer Junior College, Mount Carroll, Illinois, resigned at the close of the academic year. He has returned to Stanford University to complete his work for the Doctorate.

LUTHERAN COSTS

The *College Administration Bulletin* of the Evangelical Lutheran Synod of Missouri, Ohio, and other states for May 1935 contains a careful analysis of cost data over a five-year period for the junior colleges and other educational institutions conducted under the auspices of the church.

The average annual educational cost per student for the six-year junior colleges, arranged in groups according to size, is as follows: colleges with attendance under 75: Conover \$225, Edmonton \$302, Oakland \$227; colleges with at-

tendance of 75-150: Bronxville \$190, Concordia \$133, Winfield \$226; colleges with attendance over 150; Fort Wayne \$180, Milwaukee \$128, St. Paul \$148.

The marked variation in unit costs with the size of the institutions is shown by averages for the three groups—\$251 for the small institutions, \$183 for those of moderate size, and \$152 for the larger ones. The average cost per graduate for all institutions analyzed, reduced to a six-year basis, is given as \$1,143.

ALASKA JUNIOR COLLEGE

Plans are under consideration for the establishment of a junior college in connection with the Sheldon Jackson School at Sitka, Alaska. This school is maintained by the Presbyterian Church for the natives of Alaska—Indians, Aleuts, and Eskimos. For fifty-seven years it has been ministering to the educational needs of the native races of Alaska who have gradually developed to the point where the school and mission authorities are facing the question of setting up a program beyond the four-year high school.

STUDENT ACTIVITY COSTS

According to a recent survey conducted by ex-president Robert Tannenbaum of Santa Ana Junior College for the purpose of determining the average expenditures for student activities of eleven junior colleges in California, Pasadena Junior College heads the list with a total expenditure of \$16,780. Modesto Junior College follows with a budget calling for the expenditure of \$11,819. Glendale spent \$9,124. Santa Ana ranked fifth of the eleven with a budget for \$7,920.

SAN BERNARDINO STUDY

San Bernardino Junior College, California, is engaged in a study of the achievements of its graduates. A preliminary progress report presented to the Alumni Association of the College last year was based upon returns received from about one-sixth of the graduates of the last five classes. The most significant facts reported were the following: 17.3 per cent of the graduates who have reported to date are unemployed; 51.7 per cent are employed, and 50 per cent of these are engaged in the kind of work which they want to pursue as a life career; 31 per cent are attending higher institutions of learning.

COLBY CENTENNIAL

The trustees of Colby Junior College at their spring meeting appointed a Centenary Committee to consider plans for Colby's centennial celebration to be observed in 1937. The committee has organized for the task ahead and while plans are still more or less tentative, two major projects have been accepted by the Board of Trustees, and special committees are at work upon these projects. The first one is the preparation of a complete history of the institution from its beginnings to the present time. The second has to do with the establishment of an adequate plan to provide the financial needs of the College for the years ahead.

NEW MEXICO BUILDING PROGRAM

The newly appointed Board of Regents of the Eastern New Mexico Junior College has approved a building program which provides for the building of a women's dor-

mitory and of a social-recreation building, and for the completion of the administration building. The state legislature has made an appropriation of \$44,500 for current expenses for the year. The budget has been planned on the basis of 350 students.

KANSAS PHI BETA KAPPA

J. F. Hughes, president of the Kansas Association of Public Junior Colleges, writes that according to statistics from the University of Kansas the proportion of students from junior colleges at the University elected to Phi Beta Kappa is three times that for the average of the student body.

CALIFORNIA'S SALARIES

Comparative figures recently furnished by the California State Department of Education show an average salary for ten deans of district junior colleges of \$4,923 for 1933-34 as compared with \$5,053 for the previous year; for 714 full-time instructors in the junior colleges of \$2,486 as compared with \$2,592 the previous year. Total expenses for the district junior colleges for the year amounted to \$3,203,547—an average of \$222 per student in average daily attendance. Of this amount \$187 represents the cost for current expenses and \$35 for capital outlay.

OPEN HOUSE DAY

Two thousand parents, friends, and patrons of Los Angeles Junior College visited the institution April 12 for the first official Open House Day activities, culminating with an "Allied Festival of Creative Arts" in the evening. Every department of the institution offered some type

of display according to the training offered in it. The evening program consisted of short stories, poems, essays, plays, dances, readings, and musical compositions presented by the students.

MILWAUKEE DEVELOPMENTS

Development of the Technical Institute in the Milwaukee Center of the University of Wisconsin Extension Division has attracted considerable attention, both locally and nationally. The Technical Institute offers two-year terminal courses in technology. To the two-year course in building design and construction, which has been offered for some time, a course in radio communication has been added. These courses have been well received, indicating that there is a real need for this type of education. In view of the fact that Milwaukee already has several four-year institutions of higher learning, the administration of the Extension Division is committed to the policy of developing two-year terminal courses in the Milwaukee Center which will really fit the needs of metropolitan Milwaukee better than the additional longer-term courses.

MISSISSIPPI ENROLLMENTS

A recent analysis of enrollment data for the eleven public junior colleges of Mississippi shows a total enrollment of 2,229, of which 1,191 were men and 1,038 women. There were 1,305 freshmen, 894 sophomores, and 50 special students. Ages varied from fifteen to twenty-five years, the largest age group being those nineteen years of age, in which 625 students, 28 per cent of the total, were found.

Reports and Discussion

PHI THETA KAPPA CONVENTION

With bluebonnets and cowboys and real hospitality the Rho Chapter greeted delegates to the Phi Theta Kappa convention held in Jacksonville, Texas. One whole day, April 3, was spent in registering the delegates, in entertaining them at an informal tea, in trying to remember their names, and in swapping yarns about assorted trips to the convention. The evening was used to officially welcome the visitors, and then to acquaint them with the grand state of Texas by means of a Lone Star reception. With lightning speed the guests were carried from tomatoes to oil derricks and then back to grapefruit, only to be swirled into the "Last Roundup" which ended with real "Southern hospitality"—and coffee.

On the morning of Thursday, April 4, the first business session was held, followed by a "chuck wagon" luncheon with a miniature rodeo for entertainment. In the afternoon, through the courtesy of the Chamber of Commerce, the Phi Theta Kappas were given a glimpse (which covered 130 miles) of the largest oil field in the world. Then for another night of fun at the banquet and a midnight show.

The final business sessions were held Friday morning with the election of officers following luncheon in the Lon Morris Dining Hall. In the afternoon a Bluebonnet Tea preceded the gala event of the 1935 convention—the Dogwood Festival. Dukes and duchesses and princesses, bluebonnets and dogwood blossoms, Indians and cowboys, gave an evening of their time to entertain Her Royal Highness, the Queen of Dogwood.

New officers were elected as follows: president, Laura E. Calmes, Northeastern Oklahoma Junior Col-

lege; vice-president, Bonnie May, Marin Junior College, California; secretary, Mrs. Margaret Mosul, Whitworth College, Mississippi; treasurer, Irby Dyer, Schreiner Institute, Texas.

The sixth national convention will be held in 1936 at Independence Junior College, Independence, Kansas.

MARGARET MOSUL, *Secretary*
CANTON, MISSISSIPPI

MINNESOTA DEANS

The Junior College Deans' Association held its spring meeting at the University of Minnesota during Schoolmen's Week in the spring quarter. Representatives of six junior colleges were in attendance, Rochester, Bethel, Duluth, Eveleth, Hibbing, and Itasca.

The morning session was devoted to consideration of terminal curricula for the junior college. In the absence of Dean J. B. Johnston, College of Science, Literature, and the Arts, University of Minnesota, his paper on the fundamental problems involved was read by Mr. Shumway. Dr. H. G. Shields, assistant dean, School of Administration, University of Chicago, discussed junior college possibilities in business.

After luncheon together, the group listened to reports from Dean Goddard on the meeting of the American Association of Junior Colleges at Washington and from Deans Drescher and Guise on the meeting of the North Central Association at Chicago.

At the business meeting Dean R. W. Goddard was re-elected chairman; Mr. R. R. Shumway was re-elected secretary. The Chairman appointed Deans Drescher and Danielson representatives of the group on the newly formed Minnesota Educational Council. The fall meeting will be held at Virginia, Minnesota, during the sec-

tional meeting of the State Educational Association.

R. R. SHUMWAY, *Secretary*

CALIFORNIA FEDERATION

The California Junior College Federation met for its annual conference April 15, 16, and 17 at the Fairmont Hotel, San Francisco. Twenty-eight public junior colleges were represented during the three half-day Federation section meetings. Visitors were present from universities, teachers' colleges, colleges, private junior colleges, high schools, and superintendents' offices. The meetings included general group discussions participated in by members and visitors on topics previously assigned for presentation by discussion leaders. The meetings also included each day some official business transactions by the Federation.

At the annual meeting of the Federation in 1934 a motion was passed unanimously that the public junior colleges co-operate with the State Department of Education in the proposed state-wide interchange of opinions and experiences with respect to curriculum revision instituted for the purpose of improving the services of the secondary schools.

In February 1935 there was posted to the principal or dean of each junior college an outline of proposed activities of the Federation toward this end. This outline had been previously approved by the State Advisory Committee on Curriculum Revision. A letter accompanying the outline solicited the co-operation of all junior colleges.

Some revision reports will be distributed after clearance to all junior colleges through the Curriculum Revision Information Service. Others will be distributed through the Federation president. It is hoped, in this way, that all junior colleges may learn of all experimentation reported upon.

A. A. Bowhay gave a progress report of the work being done through the

state program of reorganization of secondary education. His report presented four major items: (1) a description of the state program; (2) a statement of the services available for reorganization projects; (3) the activities of the Regional Committees; (4) some suggestions from the State Advisory group relative to the extension and improvement of services.

This marks the third year of existence of the Junior College Conference Committee. The committee is composed of seven junior college representatives, a like number of university representatives, and Mr. Walter Hepner, chief of the Division of Secondary Schools. During its years of service it has simplified and clarified many problems arising from the transfer of students from the junior colleges to the university. A most cordial attitude of co-operation and mutual interest obtains within the committee, and this attitude is being continually translated, through the proper authorities, into action to advance the welfare of the students concerned.

The Conference Committee has met twice this year, on the campus at Westwood in October and on the campus at Berkeley in March. Prior to the fall meeting junior colleges were invited by their sectional representatives on the committee to submit any questions they wished to have considered. Prior to the March meeting, the Federation president invited a similar submission of problems from all public junior colleges. The topics discussed by the Conference Committee are drawn from these problems and from problems suggested by the Director of Admissions. Problems are discussed frankly and rather thoroughly. Sometimes opinion is crystallized. Action on any topic, however, is taken only by the particular body within the university or within the Federation which is authorized to act officially on the matter involved.

The Nominating Committee submitted the following nominations for officers for 1935-36: president, Grace V. Bird, Bakersfield; vice-president, Floyd Hayden, Azusa; secretary-treasurer, Harold F. Taggart, San Mateo. The report was accepted and the officers nominated were elected. These officers together with the presidents of the three constituent associations will constitute the Executive Committee for 1935-36.

GRACE V. BIRD, *President*

BAKERSFIELD JUNIOR COLLEGE
BAKERSFIELD, CALIFORNIA

NORTHERN CALIFORNIA

The spring meeting of the Northern California Junior College Association was held at Santa Rosa Junior College, April 27. The principal addresses were given by C. S. Morris, on "Legislation"; by Walter R. Hepner, on "The Expanding Junior College"; and by J. C. Beswick, on "Technical Institute Courses in the Junior College."

Section meetings in the afternoon were held for instructors especially interested in applied arts and sciences, commerce, English and public speaking, fine arts, music, natural science, administration, social science, foreign languages, and mathematics.

COALINGA EXTENSION CENTER

Coalinga has the only Extension Center of a state college in California, and, as such, is a new development in the junior college field in the state. Administration is in the hands of Dr. F. W. Thomas, president of Fresno State College. He determines the policy and selects the faculty. The immediate administration of the Extension Center is in the hands of Mr. David Reidy, who is known as the coordinator. Dr. Thomas and he determine what courses are to be taught, and unless the course is one not given by Fresno State College, as is the case

with the course in petroleum engineering, the content is the same that is given at Fresno State.

The course of study is both preparatory and terminal. The usual academic preparatory courses are given: English, public speaking, biology, French, psychology, economics, and geology. The petroleum engineering course is both terminal and preparatory. There is one definitely terminal course given. It is the stenographic course which is offered for girls, and includes shorthand, typing, filing, office practice, etc.

The Extension Center enrolls 100 day students and has thirteen members of the faculty. The junior college has its own building, valued at \$35,000. It is later to have special petroleum engineering laboratories. At present it uses the high-school laboratories for biology and chemistry.

As far as financing is concerned, the junior college is a part of the high-school district, its expenses being met by this organization. Part of the expense of the vocational courses such as petroleum technology is met by the state.

The Extension Center was organized October 1, 1932, under the state law for continuation day and evening classes of adult education, as such a procedure was recommended by the Suzzallo Report of the Carnegie Foundation. The Coalinga Extension Center is therefore considered to be the "first child" of the Carnegie Report. At the present time the college is organized under the law governing junior colleges.

WASHINGTON DEVELOPMENTS

The following extracts are taken from a statement regarding the junior college situation in Washington prepared by the Legislative Committee of the Washington Junior College Association and approved by the boards of trustees and faculties of the "six

quasi-public junior colleges in the state." It also had the indorsement of school men, civic organizations, and citizens in these communities. The entire statement is printed in the *Washington Education Journal* for May 1935.

There are being graduated from the high schools of Washington, at the present time, between 15,000 and 20,000 students annually. They constitute the most serious phenomenon of the depression. Of this number, less than 25 per cent are being cared for by the institutions of higher education in the state. A small number are being employed, especially in rural communities. The balance, dissatisfied, idle, and apparently unwanted by society, are a menace and a challenge. . . . If they are not to be employed, there is just one place for them—in school. . . .

Washington has, at the present time, seven junior colleges of a quasi-public character in as many centers of population. They are located as follows: Mt. Vernon, Centralia, Yakima, Aberdeen, Spokane, Vancouver, and Longview. The first four and the last named are located in buildings belonging to school districts; the first five are accredited by the University of Washington; in these same five the administrative boards derive their authority wholly, or in part, directly or indirectly from public school boards; all are operated as community projects on a strictly non-profit basis. They are essentially public institutions, lacking only legal recognition to make them parts of the public school system. They receive no public funds and possess no endowments, being entirely dependent for support on tuition and gifts. They are affiliated with no church or other organizations. Because they are entirely dependent upon tuitions, these charges are necessarily so high that many students cannot meet the cost, although it is much less than the combined cost of tuitions in public institutions and maintenance. The established junior colleges are caring for not more than 25 per cent of the number they should have enrolled in each community served.

The junior colleges of Washington believe they offer the only feasible solution to the problem of offering a worth-while program of activity to large numbers of

the young people mentioned above. They exist or can exist in centers of population, where the situation is most pressing. . . . After carefully considering the whole problem and situation, we recommend legislation in accordance with the following principles:

First, that the junior colleges be recognized as a part of the public school system of the state.

Second, that the administrative organization be based on the present set-up as far as possible. . . . A governing board, deriving its existence and authority from existing public educational agencies would, we believe, be all that would be necessary to meet present needs.

Third, that local educational units be authorized to extend the use of public school property to these junior colleges when it can be done without expense to the local unit.

Fourth, that power should be granted the State Board of Education . . . to establish standards for the establishment and maintenance of junior colleges and to accredit those meeting its standards. The state seriously needs standards today, in order to prevent the creation of these schools where they are not needed as well as to encourage their creation where they can really serve.

Fifth, we believe that participation in the financing of junior college education should be undertaken by federal, state, and local agencies as well as by the student himself. The federal government is already aiding, through its work program, many students; this program should be extended to a larger percentage than is now the case. The local community should furnish the use of buildings and equipment, gifts for various purposes, and part-time jobs to assist students not aided from federal funds. We believe that the state should assist to the extent provided for secondary schools under present laws. The junior colleges could then reduce tuitions to a point where any student who wished educational opportunity, who lived within the area served by a junior college, and who was willing to make an effort in his own behalf, could secure two years of further education. The present educational program of the junior colleges could be extended to meet the varying needs and tastes of larger numbers of this uncared-for army of youth.

OBJECTIVES AT DULUTH

The following statement of the objectives of a junior college education has been formulated by the faculty of the Duluth Junior College and approved by them at a faculty meeting January 22, 1935. It has been issued in leaflet form for local circulation.

As an educated person: (1) to attain a high standard of scholarship; (2) to develop an efficient technique of study; (3) to improve the ability to think; (4) to have an expanding intellectual horizon by reading widely; (5) to secure depth of understanding by beginning an intensive study of a special field; (6) to develop habits of using and applying knowledge; (7) to observe and appreciate relative values; (8) to exercise the imagination; (9) to attempt to have foresight and vision; (10) to make the goal of being a cultured man or woman a life-long pursuit.

As a citizen seeking to live up to his responsibilities for and in a democracy: (1) to understand, appreciate, and practice the principles of democracy; (2) to have an intelligent appreciation of the constitution and the government of the United States; (3) to be able to co-operate; (4) to make and hold friends; (5) to respect the thoughtful views of others; (6) to practice courtesy; (7) to practice good sportsmanship; (8) to appreciate the value of thrift; (9) to be alert for the safety of others as well as for one's self.

As a healthful person: (1) to develop physical co-ordination; (2) to develop physical endurance; (3) to seek a knowledge of healthful living, and to put it into daily practice.

As a person seeking to develop and maintain poise in a period of tense living: (1) to find time for recreation; (2) to develop skills and interests in avocations of positive value; (3) to seek out and develop artistic and cultural interests.

As an efficient person in an occupation or vocation: (1) to secure information about vocations and vocational opportunities; (2) to discover one's individual tastes, aptitudes, and abilities; (3) to set up vocational objectives; (4) to begin the development of vocational efficiency; (5) to realize the importance of budgeting one's time.

As one who desires to perpetuate and to improve home life: (1) to appreciate the home—past, present, and future; (2) to co-operate with others in the home; (3) to feel an individual responsibility for the success of one's home; (4) to attempt to increase the happiness and culture of the home in which one is a member.

For the individual himself as a living personality: (1) to grow in reliability; (2) to develop determination and tenacity; (3) to give altruistic service; (4) to have enthusiasm; (5) to have a sense of humor; (6) to be optimistic; (7) to be prudent; (8) to have self-reliance.

NEW JERSEY POLICIES

The sixth annual report of the New Jersey State Board of Regents includes a discussion of the junior college policies for the state from which the following extracts are taken:

The attention of the Regents is again called to the junior college since the economic emergency and the use of federal funds in helping to meet it have directed popular attention to this institution. Nearly two thousand recent high-school graduates, at least 50 per cent of whom would otherwise have gone to a four-year higher institution, have been enrolled in six emergency junior colleges, located in six counties of the state. These colleges are supported by federal relief funds and are under the authority of the State Relief Director, as emergency projects.

Thousands of other high-school graduates, who would attend junior colleges were they to be easily accessible, have been enrolled as graduate students in the public high schools. Furthermore, thousands of other young people, and the number will increase, are finding it exceedingly difficult, if not impossible, to secure, after high-school graduation, early employment under our economic system. The federal government has recognized this condition and has established the Civilian Conservation Corps with their programs of education. For these potential citizens—our recent high-school graduates—many other types of advanced educational opportunities will need to be provided, if only for the safety of the state itself. Institutions such as the junior college will be primarily concerned with the fuller development of civic and social intelligence. At the

same time they will offer many diversified types of work to meet the needs of short-time as well as long-time enrollment. Their enrollments will represent first voters. Such schools will also become the centers of expanding programs of adult education intended for cultural and recreational development. Junior colleges have strategic possibilities that must be capitalized, in the interests of social stability and enlightened citizenship.

It is interesting to note that since its creation the Board of Regents has consistently emphasized the desirability of the early development of junior colleges. It has been proposed that these colleges be progressively established by local or state authorities at convenient centers throughout the state either as separate organizations or as parts of existing institutions. When established, these colleges—supported by tuition fees, the community and the state, or otherwise—were to be regarded, administratively at least, as constituent parts of the State University System.

The conviction that the plan previously outlined for the development of a system of junior colleges is sound in its essential elements, has been strengthened by the experience of the emergency institutions already mentioned above and by favorable reactions from numerous groups of interested citizens with whom the university organization has been discussed in detail. The comments of many individuals who have been consulted because of their expert knowledge of this field, have been most helpful. The immediate problem will be to amalgamate into the comprehensive plan the promising beginnings now under way. Guidance of the emergency junior colleges has been provided through a "State Supervisory Board of Junior Colleges" appointed by the State Relief Director.

STUDENT BODY PRESIDENTS

The Conference of Student Body Presidents of the Southern California Junior College Association was reorganized last year with President Nicholas Ricciardi, of San Bernardino, as adviser. A stimulating meeting was held at Fullerton Junior College March 16.

The practical, thought-provoking nature of the sessions is indicated by the following list of topics which were presented for discussion by the student leaders of this group of junior colleges:

I. *The president's responsibility*

1. Should the president have a plan of activities definitely outlined at the beginning of his term of office?
2. Who should assist him in working out such plan?
3. What activities should be included in the plan?
4. What standards should be used to determine whether or not an activity should be included in the plan?
5. In what specific ways may the president be of service to the community?
6. To what extent should the junior college participate in community activities?
7. What standards should be used in determining whether or not the junior college should participate in a specific community activity?

II. *College social life*

1. Should the standards for college social life be different from those of the community?
2. By what standards should college social life be measured?

III. *College political life*

1. What basic qualifications should govern candidacy for a student body office?
2. Should the political practices in college parallel those in community life?
3. Should a student whose attendance in the junior college is in excess of two years be permitted to declare his candidacy for any student body office?
4. By what standards should the political life of the college be measured?

IV. *A college creed*

1. Can a junior college creed be formulated which would be of practical value and of inspiration in every junior college?
2. By whom should a junior college creed be formulated?
3. What basic principles should be included in a junior college creed?
4. Should all the junior colleges in southern California have the same creed?

IN EVERY COUNTY

"Junior Colleges in Every County" is the title of an article in the *Norristown Times Herald*, Norristown, Pennsylvania, for March 23, 1935, by Dr. John Graham Wilson, of the State Hospital at Norristown. Significant extracts are given below:

A junior college in every county is a subject most worthy of study by every citizen. The tremendous changes which are taking place in our political, social, and industrial life will of necessity change our educational program. . . .

In the wealthy state of Pennsylvania all do not have the same educational advantages. Some counties are exceedingly prosperous while others are very poor. The same relative conditions exist frequently in the same county. In Montgomery County, Abington township has 40 times as much wealth a school unit as the poorer districts only a few miles distant. In Susquehanna County one borough (Friendsville) has but 74 inhabitants and the surrounding townships less than 200 each. The city child has the economic advantage of being able to live at home while attending a higher institution of learning. Frequently, this enables him to secure a college education that is denied his country cousin. . . .

My program is a junior college for every county or in sparsely settled districts two or more counties may combine, simply a unit of administration large enough to bear a reasonable portion of the expense entailed by adding an adult program to our present educational structure. A large share of the burden should be borne by the commonwealth supplemented by a grant from the Nation and with administrative machinery that secures a reasonable balance in control between the local administrative unit and the state.

Taking the county or combined counties as a school unit the directors can serve as trustees of the junior college, one of the superintendents may serve as president, and local self-government be preserved for the people. One school director serving from each election district would not make an unwieldy body.

The grade schools have already been correlated with the high schools by the medium of the junior high school. The

same system should be extended to the junior colleges making them, in fact, extensions of the high schools. In turn the junior colleges should be affiliated with the teacher colleges and the universities. . . .

Is it not time for us to take heed? How many families can pay the enormous college expenses for their children? About one family in twenty is the answer. How about the other nineteen? We can train them in our junior colleges. It means our national salvation.

WISCONSIN COMPARISONS

Dr. V. A. C. Henmon, of the University of Wisconsin, has recently completed a study of the records made by students transferring from the Milwaukee Extension Center to the University at Madison. The study has been issued in mimeograph form. It arose out of a desire on the part of the Extension Division to determine whether the work done in the day classes offered in its Milwaukee Center was satisfactory preparation for upperclass work at the University at Madison. These classes offer the same curriculum as is offered to freshmen and sophomores on the campus; theoretically a junior college program.

After extensive statistical analysis, Dr. Henmon feels that the following conclusions are justified:

In scholastic aptitude, as indicated by psychological tests, the selection of students at the Milwaukee Center is slightly but negligibly higher than at Madison and significantly higher than the mean of freshmen in collegiate institutions of the state. The fact that the Milwaukee Center is second among the twenty-one institutions of the state in the quality of its selection is significant and indicates a high order of selection.

In scholastic aptitude, as indicated by high-school rank in class, the selection is slightly but not significantly in favor of the group at Madison over the group at the Milwaukee Center.

The high-school averages of the freshmen entering the Milwaukee Center are noticeably lower than those of the freshmen entering at Madison. The difference

of approximately 2.5 points in the means is statistically significant. The well-known variability in marking scales in different high schools of the state, however, causes this fact to lose its significance in view of what has been found in the psychological test averages and the averages for rank in class.

While a study of high-school records and aptitude test scores would seem to indicate that the grades assigned at the Milwaukee Center and at Madison should be approximately the same, there is justification for a higher rating at Milwaukee as shown by the records made at Madison by the transfers.

The record of transfers from Milwaukee to Madison as sophomores, juniors, and seniors is above, and probably significantly above, the general class averages at Madison. The difference of +.11 of a grade-point in the averages for 228 transfers to letters and science represents probably a significant difference. The difference of +.23 of a grade-point for the 177 transfers to engineering is certainly significant.

TERMINAL EDUCATION*

Following is a list of recommendations for the development of terminal education curricula at Duluth Junior College. Before offering terminal education, two formidable problems must in some way be solved. The first is to lower tuition to a nominal sum; the second, to provide ample housing facilities for a larger enrollment. A larger enrollment will immediately result from a nominal tuition even without additional curricula.

I believe these problems can be solved by getting the information before the public as to how we can better serve the community and by giving adequate evidence of our desire to serve. By a proper presentation of the problems of the junior college to influential and progressive groups, I am sure a desire to help will arise. We

* A report, slightly condensed, made to the faculty of Duluth Junior College, Minnesota, May 20, 1935, by F. G. E. Peterson.

cannot expect an interest in nor a demand for semiprofessional training from people who are not informed on the subject. I venture to say that if the people of Duluth as a whole knew what could be done in the field of terminal education at this level, we would be faced with a demand for such training. The junior college must still be sold to many people. Those people who are interested in tax reduction alone would unhesitatingly eliminate it, and I am not sure that all the people who should be its main beneficiaries are awake to its advantages. The junior college should be the people's college. It is difficult to accord it that name as long as a heavy tuition is charged and as long as its curriculum content caters almost wholly to those who have the means, ability, and desire to go to college four years or more.

Before the public can be informed regarding terminal education possibilities, we must first be informed ourselves. I propose that we use as much SERA assistance as possible in this investigation. This type of work has been adjudged a desirable field for the employment of SERA students.

First, we should know all we can about students who have already been in attendance at the junior college. What percentage went on to the university? What percentage graduated from the university? What percentage have gone farther than this? What has become of those who did not go to the university? What have been their experiences since they left us? How could we have served them better? A form sheet could be made out to obtain as much such information as is desirable. These could be mailed out by SERA students. This record should be complete and all those who do not return the form should be visited, if possible, by one of these assistants. This information should be of use in many ways other than in planning terminal education.

A good write-up of the aims and methods of terminal education should be made and put into the hands of all those who may or should be interested. All high-school seniors and postgraduate students should be informed in this regard. This is tied up directly with guidance work in the high schools. The guidance work in Duluth high schools and other high schools in this vicinity is inadequate. Wherever possible, the junior college faculty should directly assist in this work, through written articles and talks to high-school groups.

The foregoing distribution of information should be followed up by a questionnaire to be distributed to high-school seniors and postgraduate students to discover their plans for further education upon leaving high school. It should be pointed out to them that terminal education as here discussed is of collegiate grade although not as theoretical as the regular preparatory curricula. It should also be emphasized that enrolling in terminal curricula does not preclude the possibility of completing the regular university work if they find themselves able to do so. No attempt should be made to influence them to favor terminal education as their choice, but enough information should be given them so that they have a reasonable basis for judgment.

It devolves mainly upon the faculty of the junior college to lay out curricula in this field. The several members in each field should form a committee to lay out and discuss possible curricula in their particular field. Each such committee should make a survey of the industries of the city to determine what demand there is in their field, although it is not to be supposed that all students who take work in terminal education in Duluth will be confined to Duluth in obtaining employment. Each such committee should make contacts with some organization or several individuals who

are in practical work in that committee's field. The committee might invite them to a luncheon meeting to discuss the possibilities stated above. Such contact is desirable even though no curricula result from the discussion. Teachers, in the past, have been all too segregated from the life of business and industry. Intelligent men of business and industry should be encouraged to take an interest and make concrete suggestions and criticisms regarding any work offered at the junior college. Meetings, as suggested above, should result in greater public knowledge of the junior college and its problems.

Questionnaires should be made out and sent to various representatives of business and industry in Duluth and vicinity to obtain any information desirable in this connection. The result of such an investigation would indicate quite conclusively what should and what should not be attempted. In the foregoing discussion I have not intended to convey the idea that the suggestions made are final. I have merely intended to suggest a line of action.

The junior college is coming to be about as much of a common essential in the education of young people today as the high school was a decade or so ago. In a society as complex as is our own, high-school education is not enough to prepare people for intelligent citizenship. Furthermore, the kinds of callings into which young people now go require in ever increasing proportion that they prepare for them in regular vocational courses or schools. This cannot well be done until after the high-school period. Consequently the junior college must become both a cultural and a vocational school.—E. Q. BROTHERS, Little Rock Junior College.

Judging the New Books

LOTUS D. COFFMAN, *The State University: Its Work and Problems*. The University of Minnesota Press, Minneapolis. 1934. 277 pages.

Unafraid of challenge, the long-time president of the University of Minnesota in this volume takes his stand in defense of the state university. He is also the expounder of the philosophy of public education, the popularizer of higher education under state auspices, and the champion of democracy in education—the right to try—"knowing full well that industry sometimes succeeds even when high intelligence is wanting."

The range of subject matter indicates the versatility of President Coffman's mind. It also indicates the ever widening interests which attract a progressive educator in a state university during a period of twelve years—in this instance from 1921 to 1933. The sixteen chapters which comprise the book are public addresses delivered during this time and vary in content from President Coffman's inaugural address, in which he outlines the functions of a state university, to a consideration of adult education, a defense of the university against Mr. Flexner's interpretations and conclusions, an excursion into university education as it should be, and an attempt to formulate constructively a series of lessons that may be learned from the depression. But not at any time does he shunt the university to the periphery of his thinking.

When Minnesota legislators in

1927 sought to protect their youth from the faith-destroying knowledge of evolutionary theories by limiting teachers in expounding these theories, President Coffman appeared one night before a committee of the state senate and delivered a masterly address which in this book is entitled "Freedom in Teaching." He must have shamed those legislators by drawing skillful contrasts to the freedom of teaching made implicit by the founders of the university in the charter which they drew and to the words of two of Minnesota's greatest presidents, Folwell and Northrop.

Of special interest to junior college educators is the chapter on "Educational Trends." In it the author describes the noteworthy advances in education for which the university has become so well known. It is not surprising to find that practically all of these refer to trends within the field of the junior college. Conspicuous throughout is the emphasis on the necessity of change and adaptation. Although delivered on the twenty-fifth anniversary of the founding of the university (1905) the present set-up of the General College is surprisingly well defined. The long-range testing program for high-school seniors, a co-operative state-wide undertaking sponsored by the university, is described in detail. It is interpreted by President Coffman primarily as a counseling device with regard to college entrance. He blasts the "traditional educational

myth" that the large university cannot provide intimate personal contact between student and teacher, saying, "I had college instructors that I wouldn't have walked across the street to shake hands with." The counseling facilities of the university are claimed to provide more knowledge "about our students today than at any other time in the history of the university." This is probably true in a statistical sense. When one considers the relatively large enrollment at Minnesota, however, one wonders what is done after the personnel data are completely tabulated. Unless personal relations supplement personnel information, the job of satisfactory college adjustment is only begun.

In keeping with the fact that all of the chapters in the book, with one exception, were originally addresses prepared and delivered to meet the requirements of some particular situation, the style is simple and unstudied. Its sincerity is one of its charming qualities. This fact also accounts for the incompleteness which marks the treatment of most topics. In fact, both the strength and the weakness of the book are inherent in what may be called a collection of campaign documents, originally inspired by some impending crisis or by the opportunity to correct some evil or set forth some new interpretation or theory of university education. Through it all is apparent the vigorous personality of the man who retains his seat in the midst of rapid changes in the field of higher education.

FLOYD C. WILCOX

FRANCES SHIMER JUNIOR COLLEGE
Mt. CARROLL, ILLINOIS

AGNES CAMILLA HANSEN, *Twentieth Century Forces in European Fiction*. American Library Association, Chicago. 1934. 250 pages.

More than five hundred novels, translated into English from 17 languages, are classified in this unique handbook. It is not simply an excellent subject index, however; the author, out of an enviable linguistic background, has been able to furnish the reader a fictional itinerary through the maze of forces motivating the contemporary scene. She demonstrates that novelists everywhere are using the same raw materials—war, scientific discoveries, psychological phenomena, social and economic forces, and so forth—and fashioning of them a product that appeals to a world rather than just to a national audience. The novel, it would seem, is today sufficiently articulate on all the special and general fields of twentieth-century knowledge, activity, and speculation to enable the intelligent fiction reader to acquire at least a rudimentary understanding of all the aspects of twentieth-century life and thought.

The arrangement of the contents of the book is best expressed in the author's own way: "(1) A brief survey of the history of the modern novel; (2) a classification chart of twentieth-century phenomena which have been reflected in twentieth-century fiction; (3) a critical analysis of each category represented in the foregoing chart, with illustrations drawn from English and American novels, to serve as connecting links with the foreign titles listed under each category; (4) novels listed under national literatures, each list prefaced with

a brief article concerning its national literary reflection of contemporary phenomena; (5) author, title, and subject index."

As is pointed out in the introduction, the bibliography does not purport to represent any "best" list. The author has attempted instead to compile one that might aid the librarian in serving all types of readers — that list limited necessarily to such foreign titles as are available in translation.

The sketch called the "Development of the Novel" is concise and reliable; those sketches preceding discussions of "National Twentieth Century Fiction" are, however, regrettably short, i.e., inadequate.

Twentieth Century Forces in European Fiction should prove helpful, if not indispensable, to those junior college librarians sensible of the trends of our desperate world. They will need no "helpful hints" for wringing from the volume its utmost possibilities for stimulating reading interests. Used carefully, it may serve them also as a buying list. It is an excellent guide to the field.

VIRGINIA KRAMER

BRADFORD JUNIOR COLLEGE
BRADFORD, MASSACHUSETTS

JOHN B. JOHNSTON, *Education for Democracy*. The University of Minnesota Press, Minneapolis. 1934. 280 pages.

Every educator, particularly those in junior colleges, can read this book and feel a greater realization of the increasing opportunities before him. The author challenges us to attend to the many rather than to the few and especially to the adults in the community who seek

a better leadership in American affairs.

Dean Johnston declares for a new leadership in public life, holding that we can no longer depend on the past industrial and commercial leaders. We must turn to the masses, to those fitted by a socialized education, and prepare them to assert their rightful control over our common material and social heritage. This requires more and greater diffusion of higher and advanced education for the growing numbers of high-school graduates in the United States.

Some of the wastes in higher education are pointed out as are also the greater opportunities for more diffusion of knowledge among the masses by properly geared curricula. Higher education should be considered a right based upon citizenship or on taxpaying.

Further on, the purposes of a liberal arts education are outlined, including the two-year cultural course for a liberal junior college. The increasing needs for differentiated curricula are pointed out. The evolution of the University Junior College at the University of Minnesota into the University General College is described.

Widely known for his pioneer work in developing methods for student guidance, Dr. Johnston devotes considerable attention to guidance matters both in secondary and higher units of education. He scores the intellectually and morally degrading regulations for both admission to and graduation from college.

Among his last chapters are "How Shall Students Face Their Future?" and "Higher Education and Public Policies." As our students will find

it difficult to fit into the current conditions of life they will have to refit our socio-economic society so that a planned security for all will replace a privileged régime for the few. We have been training too much in the science of government, the province of the scholars, and not enough in how to operate our social institutions. An important implication of this is that the junior college, a more and more decentralized and localized unit of advanced education, has an unparalleled chance to diffuse knowledge so that people can develop more self-government for their own welfare.

Dean Johnston's volume is largely a collection of addresses with an occasional connecting chapter. What the book thereby naturally lacks in coherence and unity, excusable in a busy administrator, the volume more than makes up in its stirring appeal for educators to lead the way toward a better America.

P. EVANS COLEMAN
JUNIOR COLLEGE OF BERGEN COUNTY
HACKENSACK, NEW JERSEY

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- CHAUNCEY S. BOUCHER, *The Chicago Plan*. University of Chicago, Chicago. 1935. 344 pages.
- M. M. CHAMBERS, *The Third Yearbook of School Law*. Published by the Editor, 722 Jackson Place, Washington, D.C. 119 pages.

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JAMES F. FULLINGTON, ROBERT S. NEWDICK, and J. HAROLD WILSON, *Purposive Prose: Selections in Exposition*. D. C. Heath, Boston. 1935. 501 pages.

ROBERT M. GAY, *Reading and Writing: A Method and a Manual of Compositional Exercises to Accompany the Study of Literature*. Little, Brown and Company, Boston. 1935. 268 pages.

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CHARLES C. MATHER, ALICE H. SPAULDING, and MELITA H. SKILLEN, *Behind the Footlights: A Book on the Technique of Dramatics*. Silver, Burdett and Company, New York. 1935. 495 pages.

Bibliography on Junior Colleges

INTRODUCTORY NOTE.—This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. In Volume I of the *Junior College Journal* 284 additional titles were printed and annotated (Nos. 1601–1884). Similarly Volume II contained 299 titles (Nos. 1885–2183); Volume III contained 230 titles (Nos. 2184–2413); Volume IV contained 233 titles (Nos. 2414–2646); and Volume V contained 216 titles (Nos. 2647–2852). Both author and subject indices for each year's entries may be found in the final issue of the *Journal* for the year. It is intended to make this Bibliography a complete reference list to all published material dealing with the junior college movement in any of its phases, except that published in the *Journal* itself. References to unpublished dissertations, also, are included as far as possible. Assistance of authors, especially of publications not found in the common national educational journals, is asked in securing the desired completeness and accuracy.

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Discusses advertising, catalogues, and other published literature, correspondence, addresses, organized efforts of alumnae, and personal work of traveling representatives. Emphasizes especially "the most troublesome problems in connection with solicitation of the present day which are related to the work of field representatives." Gives many examples of unethical practices and recommends certain improvements.
2866. ECKELS, CHARLES F., "Principles Which Govern the Selection of Materials and Methods for the Physical Science Survey Course," *California Journal of Secondary Education* (March 1935), X, 243-46.
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"Lack of uniformity is an asset instead of a liability—at least at the pioneer stage. It is probable that there will always be widely variant types of junior colleges to fit different needs and conditions in various parts of the country. . . . The past of the junior college is an inspiration; the present is an opportunity; the future is a challenge—a challenge to the constructive pioneer spirit of students, of faculty, and of alumnae."
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Architectural Planning of the American College, by J. Fredrick Larson and Archie M. Palmer. The McGraw-Hill Book Company, New York. \$2.00.

College Instruction in Art, by Archie M. Palmer and Grace Holton. Association of American Colleges. \$1.00.

College Music, by Randall Thompson. Report of an investigation of non-professional offerings in typical selected institutions under a subvention from the Carnegie Corporation. The Macmillan Company. \$2.50

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